

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 4 English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

## Curriculum Scope and Sequence

|                     |     |                                  |           |
|---------------------|-----|----------------------------------|-----------|
| <b>Content Area</b> | ELA | <b>Course Title/Grade Level:</b> | 4th Grade |
|---------------------|-----|----------------------------------|-----------|

| Topic/Unit Name           | Reading  | Writing   | Suggested Pacing<br>(Days/Weeks) |
|---------------------------|--|---|----------------------------------|
| <b>Topic/Unit #1</b>      | Launching + Interpreting Characters: The Heart of the Story              | Launching and Arc of Story: Realistic Fiction (narrative) | (Sept- Nov)<br>About 6-8 weeks   |
| <b>Topic/Unit #2</b>      | Reading the Weather, Reading the World: Purposeful Reading of Nonfiction | Journalism (informational)                                | (Nov-Jan)<br>About 6 weeks       |
| <b>Topic/Unit #3</b>      | Biography Book Clubs   | Boxes and Bullets (opinion)                               | (Jan-Feb)<br>About 4 weeks       |
| <b>Topic/Unit #4</b>      | Details & Synthesis: Close Reading of Fiction                            | Literary Essay (opinion)                                  | (Feb- April)<br>About 6 weeks    |
| <b>Flexible Mini Unit</b> | Building Confident Test-Takers   | Building Confident Test-Takers                            | About 2 weeks                    |
| <b>Topic/Unit #5</b>      | Reading History: The American Revolutionary War                          | Bringing History to Life (Informational)                  | (April- May)<br>About 6 weeks    |
| <b>Topic/Unit #6</b>      | BONUS UNIT: Historical Fiction Book Clubs                                | BONUS UNIT: Writing Historical Fiction (narrative)        | (June)<br>About 3 weeks          |

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| <b>Topic/Unit 1 Title</b>   | <b>Unit 1 Reading : Launching + Interpreting Characters: The Heart of the Story</b> | <b>Approximate Pacing</b>                                 | <b>About 8 weeks</b> |
| <b>STANDARDS</b>  |   |   |                      |
| <b>NJSLS (ELA/L)</b>  |   |   |                      |
| <p><b>RL.4.1:</b> 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.</p> <p><b>RL.4.2:</b> Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p><b>RL.4.3:</b> 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).</p> <p><b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RL.4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RF.4.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL 4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL4.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).</p> <p><b>L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> |   |   |                      |
| <b>Interdisciplinary Connections:</b>   |   | <b>Career Readiness, Life Literacies, and Key Skills:</b> |                      |
| <b>Social Studies:</b>  |   | <b>Digital Citizenship:</b>                               |                      |

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| <p><b>6.1.4.B.5:</b> Describe how human interaction impacts the environment in New Jersey and the United States.<br/><i>(Example: Students will discuss the decisions characters make in their novels and how it impacts the environment in the United States).</i></p> <p><b>6.1.P.D.4</b> Learn about and respect other cultures within the classroom and community<br/><i>(Example: Students will engage in activities to build the classroom community, such as presenting information about themselves and their family).</i></p> <p><b>Science:</b><br/><b>4-PS4C.1-</b> Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information- convert it from digitized form to voice-and vice versa.<br/><i>(Example: Students can celebrate the end of the unit by presenting information on a character from one of their novels. Students can present this information through digital programs such as Screencastify).</i></p> | <p><b>9.4.5.DC.4:</b> Model safe, legal, and ethical behavior when using online or offline technology.</p> <p><b>9.4.5.DC.5:</b> Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p><b>9.4.5.DC.6:</b> Compare and contrast how digital tools have changed social interactions</p> <p><b>9.4.5.DC.7:</b> Explain how posting and commenting in social spaces can have positive or negative consequences.<br/><i>(Example: Students will learn about digital literacy prior to reading online and participating in online activities. They will discuss the pros and cons to social media and the importance of online safety).</i></p> |
| <b>Computer Science and Design Thinking</b>  |   |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.<br/><i>(Example: Students will be working on chromebooks on google docs to jot their thinking in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i></p>  |   |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |   |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to choose books they can read with fluency and comprehension, reading with deep comprehension and intensity.</li> <li>2. Students will think deeply about characters by envisioning, predicting, inferring, and developing text-based theories with evidence from the text.</li> <li>3. Students will be able to study characters and build interpretations.</li> </ol>   |   |

**Essential Questions:**

1. How do I choose books that are just-right for me, reading with engagement and intensity, while keeping a record of my volume of reading?
2. How do readers think in more complex ways about characters by drawing evidence-based conclusions, revising their ideas so they are grounded in the text?
3. How do I connect ideas to form interpretations that are supported across a whole text?

**STUDENT LEARNING OBJECTIVES****Key Knowledge****Students will know:**

- the reading workshop routines and procedures.
- strategies to grow their stamina
- strategies to make text-based inferences.
- strategies to envision.
- strategies to identify the theme in a text.
- steps to retell a story.
- strategies to infer, develop, and revise character theories
- strategies when working with partners to help them further develop ideas about books.
- strategies to read interpretively.

**Process/Skills/Procedures/Application of Key Knowledge****Students will be able to:**

- follow the reading workshop routines and procedures.
- grow their stamina as readers.
- use text evidence and their own thoughts to develop their ideas about books.
- read intensely by creating a mental movie as they read.
- identify the theme or big life lesson when finished reading
- retell a story.
- infer, develop character theories, and revise those theories in their books.
- grow ideas with a reading partner.
- read interpretively asking, "What is this story *really* about?"

**ASSESSMENT OF LEARNING****Summative Assessment**

(Assessment at the end of the learning period)

**Give a performance assessment at the end of the unit.**

- [Post-assessment KEY](#)
- [Post Assessment Student Copy](#)

**Independent reading level**

- At this time all students are being assessed with the TC (Teachers College Reading Assessment). This serves as the summative assessment for the unit showing the students' level of proficiency with accuracy, fluency, and comprehension in leveled texts.

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| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p><b>Give a performance assessment prior to beginning the unit.</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Pre-assessment KEY</a></li> <li>● <a href="#">Pre-Assessment Student Copy</a></li> </ul> <p><b>Ongoing assessments:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Teacher observations</li> <li>● Partner conversation</li> <li>● Random collection of notebooks</li> <li>● Reading responses</li> <li>● Writing long off of Post-its</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● <i>Complete Comprehension</i> by Jennifer Serravallo</li> </ul>  |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>● The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</li> <li>● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills</li> </ul>   |

**RESOURCES**

**Core instructional materials:**

- [FOURTH GRADE UNIT 1 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Interpreting Characters: The Heart of the Story* by Lucy Calkins and Kathleen Tolan (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book* by Jennifer Serravallo
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston **\*For word study instruction**

- Mentor Text(s):
  - a short chapter book read aloud that you can use to model reading strategies
  - *The Tiger Rising* by Kate DiCamillo
- Online Resources, such as:
  - [www.heinemann.com](http://www.heinemann.com)
  - Narrative Reading Learning Progression
  - Performance assessment

**Supplemental materials:**

- *Up the Ladder Reading: Fiction* by Liz Masi Breves, Carl Ciaramitaro, and Hareem Khan
- *A Guide to the Reading Workshop* by Lucy Calkins
- Commonsense.org - for digital literacy lessons
- [Cyber Safety](#)
- *Mango, Abuela, and Me* by Meg Medina - [Read Aloud Lesson Plan](#)
- *Milo Imagines the World* by Matt de la Pena

**Modifications for Learners**

See [appendix](#)

| Topic/Unit 1<br>Title   | Unit 1 Writing<br>Arc of Story: Realistic Fiction | Approximate Pacing | 8 weeks |
|---|---|--------------------|---------|
| <b>STANDARDS</b>  |   |                    |         |
| <b>NJSLS (ELA/L)</b>  |   |                    |         |
| <p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9a:</b> Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p><b>W.4.10.</b> 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.</p> <p><b>RL.4.3:</b> 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).</p> <p><b>SL.4.4:</b> 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.</p> <p><b>L.4.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.4.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |   |                    |         |



| Interdisciplinary Connections:  | Career Readiness, Life Literacies, and Key Skills:  |
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| <p><b>Social Studies:</b><br/> <b>6.1.4.A.1</b> Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.<br/> <i>(Example: Students will relate how citizens follow rules and laws in communities, just like they have to do within the classroom).</i></p>  | <p><b>9.4.5.TL.3:</b> Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.<br/> <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p>   |
| <p><b>Computer Science and Design Thinking</b></p>  |   |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a comp<i>(Example: Students will be working on chromebooks on google docs to write their stories in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i>uting device.</p>   |   |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |   |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Writers will explore ideas that will become fiction stories and explore techniques for storytelling (story arc). Writers will plan/rehearse their stories multiple times before putting pen to paper writers write a short fiction story with two or three characters and two or three scenes</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What makes a realistic fiction story?</li> <li>2. Where do writers get their ideas?</li> </ol> |   |
| <b>STUDENT LEARNING OBJECTIVES</b>  |   |
| <b>Key Knowledge</b>  | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The Writing Workshop routines and procedures</li> <li>• Strategies to collect and generate story ideas.</li> <li>• Strategies, such as story arc, to plan for a believable story.</li> <li>• How to develop stories and characters that feel real</li> <li>• Strategies, such as story tell, to rehearse before drafting.</li> <li>• Revision strategies</li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Follow the Writing Workshop routines and procedures</li> <li>• Collect and grow ideas and entries in their writing notebook paying attention to the moments and issues in their lives</li> <li>• Develop a story arc as a way to plan for the story, creating two to three strong scenes to show a character and the plot.</li> <li>• Develop believable characters</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Strategies to edit</li> <li>● How to write a complete sentence</li> <li>● Strategies to spell words as best they can</li> <li>● Strategies to prepare for publication with an audience in mind</li> </ul> | <ul style="list-style-type: none"> <li>● Storytell as a way to rehearse for drafting</li> <li>● Fix run-on sentences or fragments</li> <li>● Use spelling strategies</li> <li>● Fancy up their writing for publication</li> </ul> |
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**ASSESSMENT OF LEARNING**

**Summative Assessment**  
(Assessment at the end of the learning period)

**Post-assessment writing task:**

- Students should have familiar paper to write on and a supply of additional pages.
- Up to 60 minutes
- Can use 2 days. Possible schedule:
  - Day 1 - 40 minutes to draft
  - Day 2 - 20 minutes to revise and edit
- Give the following instructions:

*“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have sixty minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- *Write a beginning for your story*
- *Use transition words to tell what happened in order*
- *Elaborate to help readers picture your story*
- *Show what your story is really about*
- *Write an ending for your story.”*

**Published student writing**

- Post assessments and published pieces should be scored using the **Revised Narrative Writing rubric for Grades 3-6**

**Formative Assessments**  
(Ongoing assessments during the learning period to inform instruction)

**Pre-assessment writing task:**

- [Grade 4-5 Narrative Writing Prompt](#)
- Students should have familiar paper to write on and a supply of additional pages.
- Up to 60 minutes
- Give the following instructions:

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|   | <p><i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have sixty minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>● <i>Write a beginning for your story</i></li> <li>● <i>Use transition words to tell what happened in order</i></li> <li>● <i>Elaborate to help readers picture your story</i></li> <li>● <i>Show what your story is really about</i></li> <li>● <i>Write an ending for your story.”</i></li> </ul> <p><b>Anecdotal Notes from writing conference &amp; small group instruction</b><br/> <b>Teacher Observations</b><br/> <b>Conference notes</b><br/> <b>Partner conversations</b><br/> <b>Flash-drafts</b><br/> <b>Random collection of notebooks</b></p> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>  | <ul style="list-style-type: none"> <li>● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability.</li> </ul>   |
| <p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>  | <p><b>On-Demand Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June.</li> <li>● Prompts and more information can be found at <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>● Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.</li> </ul>   |
| <b>RESOURCES</b>  |  |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">FOURTH GRADE UNIT 1 WRITING TEACHING POINTS AND TEACHER NOTES</a></li> <li>● <i>The Arc of Story: Writing Realistic Fiction</i> by Lucy Calkins and M. Colleen Cruz (from the Writing Units of Study set).</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● Online resources: <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> </ul> |  |

- Mentor Text(s):
  - picture book with a realistic plotline, few central characters, and good writing, such as:
    - *Fireflies!* by Julie Brinkloe
    - *Pecan Pie Baby* by Jacqueline Woodson
      - “Let’s Get a Pup!” said Kate by Bob Graham
  - Short story mentor text, such as ‘*The Marble Champ*

**Supplemental materials:**

- *Up the Ladder: Accessing Grades 3-6 Narrative Units of Study* by Lucy Calkins, Mike Ochs, and Alicia Luick

**Modifications for Learners**

See [appendix](#)

|  |  |                           |                |
|--|--|---------------------------|----------------|
| <b>Topic/Unit 2<br/>Title</b>  | <b>Unit 2 Reading</b><br><b>Reading the Weather, Reading the World: Purposeful<br/>Reading of Nonfiction</b> | <b>Approximate Pacing</b> | <b>6 weeks</b> |
| <b>STANDARDS</b>   |  |                           |                |
| <b>NJSLS (ELA/L)</b>   |  |                           |                |
| <p><b>RI.4.1:</b> 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.</p> <p><b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3:</b> 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.</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><b>RI.4.5:</b> 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.</p> <p><b>RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9:</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10.</b> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RF.4.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> </ol> <p><b>SL.4.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p><b>SL.4.4:</b> 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.</p> |  |                           |                |

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

**L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

| <b>Interdisciplinary Connections:</b>   | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
|---|---|
| <p><b>Science:</b></p> <p><b>4-ESS1C.1:</b> Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossils indicate the order in which rock layers were formed.<br/><i>(Example: Students will study earthquakes by reading a variety of print and digital texts in research groups).</i></p> <p><b>4-ESS2A.1:</b> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice wind, living organisms and gravity break rocks, soils, and sediments into smaller particles and move them around.<br/><i>(Example: Students will study hurricanes in research groups and the impact it has on the region).</i></p> <p><b>4-ESS2B.1:</b> The location of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.<br/><i>(Example: Students will present what they learned about earthquakes and volcanoes. The presentation will include a map of certain volcanoes and places where earthquakes occur).</i></p> <p><b>4-ESS3B.1:</b> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.<br/><i>(Example: Students will research and present ways humans can help reduce the impact of the natural disaster they are studying).</i></p> | <p><b>9.4.5.DC.1:</b> Explain the need for and use of copyrights.</p> <p><b>9.4.5.DC.2:</b> Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p><b>9.4.5.DC.3:</b> Distinguish between digital images that can be reused freely and those that have copyright restrictions.<br/><i>(Example: Students will learn the importance of giving credit to the original source when researching).</i></p> <p><b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and relevance<br/><i>(Example: Students will learn how to evaluate the accuracy of the source they are using to research.)</i></p> <p><b>9.4.5.IML.2:</b> Create a visual representation to organize information about a problem or issue</p> <p><b>9.4.5.IML.3:</b> Represent the same data in multiple visual formats in order to tell a story about the data.<br/><i>(Example: Students will create an end of unit presentation to showcase the research-based weather issue or problem in a visual format.)</i></p> <p><b>9.4.5.TL.4:</b> Compare and contrast artifacts produced individually to those developed collaboratively</p> <p><b>9.4.5.TL.5:</b> Collaborate digitally to produce an artifact<br/><i>(Example: Prior to beginning to work as a group on an end of unit project, students will understand the value of what they can achieve by working collaboratively. Groups will create a digital presentation on the weather they studied).</i></p> |

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| <b>Computer Science and Design Thinking</b>  |   |
| <p><b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats.</p> <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p><i>(Example: Students will be working on chromebooks on google docs to jot their thinking and notes in which they will practice collecting, storing, retrieving, modifying, and deleting their ideas. Students will also research weather on their chromebooks.)</i></p>   |   |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |   |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Readers devour huge amounts of text, reading with volume and engagement.</li> <li>2. Readers independently apply strategies to tackle increasingly difficult nonfiction texts.</li> <li>3. Readers notice the underlying structures of nonfiction texts which will help them to hold onto to main ideas and key details of the texts.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do I keep my stamina at a high-level while reading nonfiction texts?</li> <li>2. What strategies can I use to tackle increasingly difficult nonfiction texts?</li> <li>3. How do I determine the structure of a nonfiction text, and use that to help me determine importance?</li> </ol> |   |
| <b>STUDENT LEARNING OBJECTIVES</b>   |   |
| <b>Key Knowledge</b>   | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● strategies to preview an informational book.</li> <li>● strategies to tackle the hard parts in an informational text.</li> <li>● strategies to determine the meaning of unknown words.</li> <li>● strategies to synthesize ideas across books and across topics</li> <li>● strategies to determine the main idea.</li> <li>● strategies to summarize a text or section of a text.</li> <li>● strategies to grow ideas through collaboration.</li> <li>● strategies to identify the text structure in order to notetake.</li> <li>● strategies to close read.</li> </ul>   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● preview an informational text before reading.</li> <li>● tackle the hard parts in an informational text.</li> <li>● determine the meaning of unknown words.</li> <li>● synthesize ideas across books and across topics.</li> <li>● summarize the text by including the main idea and key details.</li> <li>● work with their partners/research clubs in order to talk and write to grow ideas about their topics.</li> <li>● use a variety of structures of notetaking to grow ideas.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• strategies to determine how an author uses reasons and evidence to support their point.</li> <li>• strategies to determine the credibility of sources.</li> </ul> | <ul style="list-style-type: none"> <li>• close read.</li> <li>• explain how an author uses reasons and evidence to support their point.</li> <li>• evaluate sources for their credibility.</li> </ul> |
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**ASSESSMENT OF LEARNING**

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| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>• <b>Give a performance assessment at the end of the unit.</b> <ul style="list-style-type: none"> <li>○ <a href="#">Post-assessment KEY</a></li> <li>○ <a href="#">Post Assessment Student Copy</a></li> </ul> </li> <li>• At the end of the unit, please keep this data to help you plan for Unit #5 Rev War.</li> </ul>   |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>• <b>Give a performance assessment at the end of the unit.</b> <ul style="list-style-type: none"> <li>○ <a href="#">Pre-assessment KEY</a></li> <li>○ <a href="#">Pre-Assessment Student Copy</a></li> </ul> </li> <li>• Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>• Post-its/Write longs/Reading responses</li> <li>• Goal-specific assessment</li> <li>• Teacher observations, such as an Engagement Inventory</li> <li>• Partner or research club conversation</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <p>Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</p> <p>Post-its/Write longs/Reading responses</p> <ul style="list-style-type: none"> <li>• Goal-specific assessment</li> <li>• Teacher observations, such as an Engagement Inventory</li> <li>• Partner or research club conversation</li> <li>• The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> </ul>                |



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| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>  | <ul style="list-style-type: none"> <li>• Complete Comprehension by Jennifer Serravallo</li> </ul> <p>The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</p> |
| <b>RESOURCES</b>  |   |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FOURTH GRADE UNIT 2 READING TEACHING POINTS AND TEACHER NOTES</a></li> <li>• <i>Reading the Weather, Reading the World</i> in the Units of Study for Teaching Reading, Grade 4 set</li> <li>• Online Resources from <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>• Classroom Leveled Library and Book Room Texts</li> <li>• Mentor Texts: <ul style="list-style-type: none"> <li>• <i>Everything Weather</i> by Kathy Furgang</li> <li>• <i>DK Eyewitness: Hurricane and Tornado</i> by Jack Challoner</li> </ul> </li> </ul>   |   |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Discovery Education</b> <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>• <b>NEWSLA</b> <a href="https://newsela.com/">https://newsela.com/</a></li> <li>• <b>Britannica School</b> <a href="https://school.eb.com/levels">https://school.eb.com/levels</a></li> <li>• <i>Hurricanes</i> by Seymour Simon</li> <li>• <i>The Internet and Social Media</i> by Alex Woolf - to teach students about internet safety when researching</li> <li>• <i>Two Truths and a Lie</i> by Ammi-Joan Paquette - to teach students about internet safety when researching</li> <li>• <i>Climate Change</i> by Peter Benoit</li> </ul> |   |
| <b>Modifications for Learners</b>   |   |
| <p>See <a href="#">appendix</a></p>   |   |

| Topic/Unit 2<br>Title  | Unit 2 Writing<br>Journalism | Approximate Pacing | 6 weeks |
|--|------------------------------|--------------------|---------|
| <b>STANDARDS</b>   |                              |                    |         |
| <b>NJSLS (ELA/L)</b>   |                              |                    |         |
| <p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented.</p> <p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> <p><b>W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6:</b>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.10:</b> 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.</p> <p><b>RI.4.1:</b> 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.</p> <p><b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3:</b> 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.</p> |                              |                    |         |

**RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.7:** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8:** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9:** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

**SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.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.

**L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

| <b>Interdisciplinary Connections:</b>   | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
|---|---|
| <p><b>Social Studies:</b><br/> <b>6.3.4.A.3</b> Select a local issue and develop a group action plan to inform school and/or community members about the issue.<br/> <i>(Example: Students will research a school issue and write up a news article).</i></p> <p><b>Science:</b><br/> <b>4-ESS2A.1:</b> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice wind, living organisms and gravity break rocks, soils, and sediments into smaller particles and move them around.</p> | <p><b>9.4.5.TL.3:</b> Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.<br/> <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p> |

*(Example: Students will write a research article on the effects of hurricanes).*

**4-ESS2B.1:** The location of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

*(Example: Students will write a research article that includes maps to show areas where the natural disaster occurred and why it happened in that location).*

**4-ESS3B.1:** A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

*(Example: Students will conclude their research article with ways humans can help to reduce the damage specific natural disasters have on the environment).*

### Computer Science and Design Thinking

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

**8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

*(Example: Students will be working on chromebooks on google docs to write their articles in which they will practice storing, retrieving, modifying, and deleting their ideas. Students will also research weather on their chromebooks.)*

### UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

**Enduring Understanding:**

1. Journalists can write quickly, revise with purpose, and include thoughtful observations.
2. Journalists can write a focused, detailed news report.
3. Writers can write an engaging article that teaches about a topic.

**Essential Questions:**

1. How can I be a journalist that writes quickly, revises purposefully, and exposes thoughtful observations about my community?
2. How can I write concise, focused news reports that give details about an event following the conventions of journalism writing?
3. How can I write an article that teaches about a topic and engages my reader?

**STUDENT LEARNING OBJECTIVES**

**Key Knowledge**

***Students will know:***

- strategies to generate news article ideas.
- strategies to plan and draft news articles.
- strategies to revise articles.
- the difference between a news report/article and a feature article.
- strategies to research and plan prior to drafting a feature article.
- strategies to rehearse prior to drafting.
- strategies to use their notes to draft their feature article.
- strategies to revise feature articles.
- to use correct capitalization when revising.
- to form and use prepositional phrases to help communicate complicated situations when revising.
- strategies to edit and fancy up writing.

**Process/Skills/Procedures/Application of Key Knowledge**

***Students will be able to:***

- generate news article ideas.
- plan and draft news articles.
- revise articles.
- know the difference between a news report/article and a feature article.
- research and plan prior to drafting a feature article.
- rehearse prior to drafting.
- use their notes to draft their feature article.
- revise feature article.
- use correct capitalization when revising.
- form and use prepositional phrases to help communicate complicated situations when revising.
- edit and fancy up writing.
- celebrate growth.

**ASSESSMENT OF LEARNING**

**Summative Assessment**

(Assessment at the end of the learning period)

**Post-assessment writing task:**

- Students should have familiar paper to write on and a supply of additional pages.
- Up to 60 minutes
- Can use 2 days. Possible schedule:
  - Day 1 - 40 minutes to draft
  - Day 2 - 20 minutes to revise and edit
- Give the following instructions:

*“Think of an issue or event that you know a lot about. You might think about the four square game that happened during recess, or the fact that there are not healthy options for lunch in the cafeteria. You are going to have a period to report on that event or issue by writing an informational piece. As you do so, you will want to show off all you know about informational writing. Specifically, you will want to make sure you...*

- *Write an introduction*
- *Organize your writing*
- *Elaborate with a variety of information*
- *Write a conclusion*

*In addition, you will want to think about what you want your reader to think or feel after reading your writing. You will want to make sure that message comes out loud and clear in your writing.”*

**Published student writing**

- Post assessments and published pieces should be scored using the **Revised Informational Writing rubric for Grades 3-6**

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| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p><b>Pre-assessment writing task:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Grade 4-5 Informational Writing Prompt</a></li> <li>● Students should have familiar paper to write on and a supply of additional pages.</li> <li>● Up to 60 minutes</li> <li>● Give the following instructions:</li> </ul> <p><i>“Think of an issue or event that you know a lot about. You might think about the four square game that happened during recess, or the fact that there are not healthy options for lunch in the cafeteria. You are going to have a period to report on that event or issue by writing an informational piece. As you do so, you will want to show off all you know about information writing. Specifically, you will want to make sure you...</i></p> <ul style="list-style-type: none"> <li>● <i>Write an introduction</i></li> <li>● <i>Organize your writing</i></li> <li>● <i>Elaborate with a variety of information</i></li> <li>● <i>Write a conclusion</i></li> </ul> <p><i>In addition, you will want to think about what you want your reader to think or feel after reading your writing. You will want to make sure that message comes out loud and clear in your writing.”</i></p> <p><b>Anecdotal Notes from writing conference &amp; small group instruction</b><br/> <b>Teacher Observations</b><br/> <b>Conference notes</b><br/> <b>Partner conversations</b><br/> <b>Flash-drafts</b><br/> <b>Random collection of notebooks</b></p> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability</li> </ul>   |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <p><b>On-Demand Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June.</li> <li>● Prompts and more information can be found at <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>● Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.</li> </ul>  |

## RESOURCES

### Core instructional materials:

- [FOURTH GRADE UNIT 2 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- [TCRWP Writing Curricular Calendar, Fourth Grade](#)
- Reference teaching points in: *Bringing History to Life* in Writing Units of Study set
- *The Writing Strategies Book* by Jennifer Serravallo
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston

### Supplemental materials:

- Nonfiction mentor texts:
  - Such as articles from Scholastic News or Time for Kids
  - [NewsELA](#)
  - [Tween Tribune](#)
  - [Scholastic Go](#)
  - [Britannica School](#)

## Modifications for Learners

See [appendix](#)



| Topic/Unit 3<br>Title   | Unit 3 Reading<br>Biography Book Clubs | Approximate Pacing | 6 weeks |
|---|--|--------------------|---------|
| <b>STANDARDS</b>  |  |                    |         |
| <b>NJSLS (ELA/L)</b>  |  |                    |         |
| <p><b>RL.4.1.</b> 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.</p> <p><b>RL 4.2.</b> Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p><b>RL.4.3.</b> 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).</p> <p><b>RL.4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RL.4.7.</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RI 4.1.</b> 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.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI 4.3.</b> 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.</p> <p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><b>RI.4.5.</b> 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.</p> <p><b>RI 4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7.</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI 4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RF 4.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> |  |                    |         |

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

**W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic

**SL 4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

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

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

**SL 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.

**L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing fluently from a range of strategies.

| <b>Interdisciplinary Connections:</b>  | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
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| <p><b>Social Studies:</b></p> <p><b>6.1.4.A.13</b> Describe the process by which immigrants become United States citizens.<br/><i>(Example: Students will read biographies about famous people that immigrated to the United States while also researching the process to become a US citizen).</i></p> <p><b>6.1.4.C.12</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.<br/><i>(Example: Students will read biographies about famous New Jersey figures and discuss in book clubs their contribution to society (such as Thomas Edison)).</i></p> | <p><b>9.4.5.CI.4:</b> Research the development process of a product and identify the role of failure as a part of the creative process.<br/><i>Example: Students will read or listen to biography read alouds, then research the product. They will share the process during the Biography Wax Museum.</i></p> <p><b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view<br/><i>(Example: Students will read books centered around an important person. Within book clubs students will discuss how culture and time period played</i></p> |

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| <p><b>6.3.4.A.1</b> Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).<br/> <i>(Example: Book clubs will work collaboratively to develop rules to follow to help their discussions run smoothly).</i></p>  | <p><i>a role in individual and community perspectives and points of view).</i></p>  |
| <p align="center"><b>Computer Science and Design Thinking</b></p>  |   |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.<br/> <i>(Example: Students will be working on chromebooks on google docs to jot their thinking and notes in which they will practice storing, retrieving, modifying, and deleting their ideas. Students will also research their subjects on their chromebooks.)</i></p>  |   |
| <p align="center"><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>   |   |
| <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>To grow theories within and across texts, to use their reading of one person’s biography as a window into this person’s life and times, and to critically analyze what makes this person’s story relevant to human history and their own lives.</li> <li>Biography readers bring forward all we know about reading stories in order to understand the text.</li> <li>Readers of nonfiction can use common characteristics to help determine the type of nonfiction text they are reading.</li> <li>Through reading about remarkable people and the adversities they faced, they represent groups of people and how they have been impacted.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How can I draw on all that I know about reading fiction and nonfiction texts to read biographies (and other forms of narrative nonfiction) well?</li> <li>How can I draw on all that I know about reading narratives and about character development to read biographies well?</li> <li>How can I use everything I know about reading informational texts to learn about the personal story of a subject of a biography, as well as about the time, place, and world in which he or she lived?</li> <li>How can I develop theories about the subject of a biography that are not unlike the theories I develop about characters in fictional books?</li> </ol> |   |
| <p align="center"><b>STUDENT LEARNING OBJECTIVES</b></p>   |   |
| <p align="center"><b>Key Knowledge</b></p>   | <p align="center"><b>Process/Skills/Procedures/Application of Key Knowledge</b></p> |

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| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● strategies to get to know the subject of the biography.</li> <li>● strategies to summarize a biography.</li> <li>● strategies to examine the influence of secondary characters on the main character.</li> <li>● strategies to synthesize informational sources with biographies (culture, time period, setting, historical events).</li> <li>● strategies to notice factors and events that lead to important decisions and events in a person's life.</li> <li>● strategies to find theme(s) in a biography.</li> <li>● strategies to analyze what makes this person's life important to history and our own lives.</li> <li>● strategies to grow character theories within and across texts.</li> <li>● how to keep the conversation growing and going in book clubs.</li> </ul> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● draw on all they know about character and setting to get to know the subject of their biography.</li> <li>● summarize a biography.</li> <li>● examine the relationships with secondary characters and influences.</li> <li>● pull information about the world, including the culture, the time period, and the setting where this person lived or grew up.</li> <li>● integrate information from multiple sources and discover connections between the subject's life and historical events.</li> <li>● notice factors and events that lead to important decisions and events.</li> <li>● find the big message that a person's life offers to the world and to their own life.</li> <li>● critically analyze what makes this person's story relevant to human history and their own lives.</li> <li>● grow theories within and across texts</li> <li>● engage in discussions with their peers to share thoughts about reading</li> </ul> |
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**ASSESSMENT OF LEARNING**

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| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p> | <p><u>Post Assessment:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Post Assessment Student Copy</a></li> </ul> <p>Read aloud a biography and plan for places where you'll prompt students to answer questions using evidence from the text to support their ideas. (<i>Post-assessment biography options: Snowflake Bently, Martin's Big Words, article, Michelle Obama - Staff Share folder.</i>)</p> <ul style="list-style-type: none"> <li>● Questions: <ul style="list-style-type: none"> <li>○ What ideas are you having about the subject of the biography? (What kind of character is this? What am I learning about this person's life?)</li> <li>○ What might this story be teaching you? or What lessons are you learning?</li> <li>○ What is the main idea of the story? What details most support that main idea?</li> </ul> </li> </ul> |
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| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p>Give a pre assessment prior to beginning the unit.</p> <ul style="list-style-type: none"> <li>● <a href="#">Pre Assessment Student Version</a></li> </ul> <p>Read aloud the biography <a href="#">The Story of Ruby Bridges</a> by Robert Cole (<i>See Lauren if you need a copy</i>) and plan for places where you'll prompt students to answer questions using evidence from the text to support their ideas.</p> <ul style="list-style-type: none"> <li>● <a href="#">Read Aloud Version</a></li> <li>● <a href="#">PDF Version</a> or Here</li> <li>● Questions: <ul style="list-style-type: none"> <li>○ What ideas are you having about the subject of the biography? (What kind of character is this? What am I learning about this person's life?)</li> <li>○ What might this story be teaching you? or What lessons are you learning?</li> <li>○ What is the main idea of the story? What details most support that main idea?</li> </ul> </li> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Post-its/Write longs/Reading responses</li> <li>● Goal-specific assessment</li> <li>● Teacher observations, such as an Engagement Inventory</li> <li>● Partner or research club conversation</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● Complete Comprehension by Jennifer Serravallo</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Post-its/Write longs/Reading responses</li> <li>● Goal-specific assessment</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Teacher observations, such as an Engagement Inventory</li> <li>• Partner or research club conversation</li> <li>• The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>• Complete Comprehension by Jennifer Serravallo</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>   | <ul style="list-style-type: none"> <li>• The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</li> </ul>  |
| <b>RESOURCES</b>   |   |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FOURTH GRADE UNIT 3 READING TEACHING POINTS AND TEACHER NOTES</a></li> <li>• <i>If...Then...Curriculum Grades 3-5</i> by Lucy Calkins in the Units of Study for Teaching Reading, pages 54-73</li> <li>• <b><i>The Reading Strategies Book</i></b> by Jennifer Serravallo</li> <li>• Classroom Leveled Library books and Assorted Book Room texts</li> <li>• Suggested Mentor Texts: <ul style="list-style-type: none"> <li>• <i>The Story of Ruby Bridges</i> by Robert Coles</li> <li>• <i>Who Was...?</i> book series</li> </ul> </li> </ul>   |   |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Nonfiction articles that provide further information on biography figures. <ul style="list-style-type: none"> <li>○ <b>Discovery Education</b> <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>○ <b>NEWSELA</b> <a href="https://newsela.com/">https://newsela.com/</a></li> <li>○ <b>Britannica School</b> <a href="https://school.eb.com/levels">https://school.eb.com/levels</a></li> <li>○ <b>Scholastic Go!</b> <a href="https://go.scholastic.com/index.html">https://go.scholastic.com/index.html</a></li> <li>○ <i>Whoosh</i> by Chris Barton</li> <li>○ <i>The Internet and Social Media</i> by Alex Woolf - to teach students about internet safety when researching</li> <li>○ <i>Two Truths and a Lie</i> by Ammi-Joan Paquette - to teach students about internet safety when researching</li> <li>○ <i>Rosa</i> by Nikki Giovanni</li> </ul> </li> </ul> |   |
| <b>Modifications for Learners</b>  |   |

See [appendix](#)

| Topic/Unit 3<br>Title   | Unit 3 Writing<br>Boxes and Bullets: Personal and Persuasive Essays | Approximate Pacing | 6 weeks |
|---|---|--------------------|---------|
| <b>STANDARDS</b>  |   |                    |         |
| <b>NJSLS (ELA/L)</b>  |   |                    |         |
| <p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide reasons that are supported by facts from texts and/or other sources.</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>Provide a conclusion related to the opinion presented.</li> </ol> <p><b>W.4.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.4.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.)</p> <p><b>W.4.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.10.</b> 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.</p> <p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> <p><b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>SL.4.4.</b> 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.</p> |   |                    |         |

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| <p><b>SL.4.6.</b> 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.</p> <p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> |   |
| <p><b>Interdisciplinary Connections:</b></p>   | <p><b>Career Readiness, Life Literacies, and Key Skills:</b></p>  |
| <p><b>Social Studies:</b><br/> <b>6.1.4.C.12</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.<br/> <i>(Example: Students will write an essay about famous New Jersey figures and their contribution to society (such as Thomas Edison).)</i></p>   | <p><b>9.4.5.TL.3:</b> Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.<br/> <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p> |
| <p><b>Computer Science and Design Thinking</b></p>   |   |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.<br/> <i>(Example: Students will be working on chromebooks on google docs to write their essays in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i></p>   |   |
| <p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>  |   |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Writers will learn to write well within an expository structure, first writing personal essays and then writing a persuasive essay.</li> <li>2. Writers will develop an approach to essay writing that can transfer across the curriculum, and to help students write on-demand, structured, thesis-driven essays when necessary.</li> <li>3. Writers will apply a variety of more sophisticated strategies in fourth grade, for introducing their topics, providing reasons to support their opinions, as well as facts and details to elaborate on these reasons.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do writers write organized essays with a balance of structure, elaboration, and voice?</li> <li>2. How do writers learn a variety of strategies for living like an essayist?</li> <li>3. How do writers generate lists and select one item to develop ideas around it?</li> </ol>   |   |



- 4. What is the difference between expository and narrative writing?
- 5. How do writers become helpful partners to each other during the writing process?

**STUDENT LEARNING OBJECTIVES**

| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge  |
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| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● strategies to structure their essay.</li> <li>● several strategies to collect and grow insightful ideas.</li> <li>● strategies to develop a thesis statement.</li> <li>● strategies to draft and elaborate their essay by including reasons, facts, and details.</li> <li>● strategies to write a cohesive essay by including transition words.</li> <li>● strategies to revise their essay.</li> <li>● strategies to edit their essay.</li> </ul> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● use an essay frame to help structure their writing.</li> <li>● collect and grow ideas and entries in their writing notebook.</li> <li>● write explicit thesis statements and topic sentences, introducing their ideas clearly.</li> <li>● support their thesis by developing different types of reasons.</li> <li>● provide facts and details to support their reasons.</li> <li>● draft and elaborate their essay by providing facts and details to support their reasons.</li> <li>● write well-organized, cohesive essays with transition words.</li> <li>● revise their piece.</li> <li>● edit their piece for spelling and run-on sentences.</li> </ul> |

**ASSESSMENT OF LEARNING**

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| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p> | <p><b>Post-assessment writing task:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Opinion Writing Pre/Post Assessment Doc</a></li> <li>● Students should have familiar paper to write on and a supply of additional pages.</li> <li>● Up to 60 minutes</li> <li>● Can use 2 days. Possible schedule:               <ul style="list-style-type: none"> <li>○ Day 1 - 40 minutes to plan and draft</li> <li>○ Day 2 - 20 minutes to revise and edit</li> </ul> </li> <li>● Give the following instructions:</li> </ul> <p><i>Think of a topic or issue that you know a lot about and feel strongly about. You will write your informed opinion or claim and support it with reasons and evidence. When you do this, draw on everything you know about essays, persuasive letters, and reviews. You may use any research, notes, or texts if that is</i></p> |
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|  | <p><i>useful. You'll need to rehearse, write, revise, and edit. Write in a way that shows all that you know about opinion/argument writing.</i></p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>● <i>Write an introduction</i></li> <li>● <i>State your opinion or claim</i></li> <li>● <i>Give reasons and evidence</i></li> <li>● <i>Organize your writing</i></li> <li>● <i>Acknowledge counterclaims</i></li> <li>● <i>Use transition words</i></li> <li>● <i>Write a conclusion."</i></li> </ul> <p><b>Published student writing</b></p> <ul style="list-style-type: none"> <li>● Post assessments and published pieces should be scored using the <b>Revised Opinion Writing rubric for Grades 3-6</b></li> </ul>  |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p> | <p><b>Pre-assessment writing task:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Opinion Pre/Post Assessment Doc</a></li> <li>● Students should have familiar paper to write on and a supply of additional pages.</li> <li>● Up to 60 minutes</li> <li>● Give the following instructions:</li> </ul> <p><i>Think of a topic or issue that you know a lot about and feel strongly about. You will write your informed opinion or claim and support it with reasons and evidence. When you do this, draw on everything you know about essays, persuasive letters, and reviews. You may use any research, notes, or texts if that is useful. You'll need to rehearse, write, revise, and edit. Write in a way that shows all that you know about opinion/argument writing.</i></p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>● <i>Write an introduction</i></li> <li>● <i>State your opinion or claim</i></li> <li>● <i>Give reasons and evidence</i></li> <li>● <i>Organize your writing</i></li> <li>● <i>Acknowledge counterclaims</i></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Use transition words</li> <li>• Write a conclusion.”</li> </ul> <p><b>Anecdotal Notes from writing conference &amp; small group instruction</b></p> <p><b>Teacher Observations</b></p> <p><b>Conference notes</b></p> <p><b>Partner conversations</b></p> <p><b>Flash-drafts</b></p> <p><b>Random collection of notebooks</b></p>                                  |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>   | <ul style="list-style-type: none"> <li>• You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability</li> </ul>   |
| <p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>   | <p><b>On-Demand Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June.</li> <li>• Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.</li> </ul> |
| <b>RESOURCES</b>   |   |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FOURTH GRADE UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES</a></li> <li>• <i>Boxes and Bullets: Personal and Persuasive Essays</i> by Lucy Calkins, Kelly Boland Hohne, and Cory Gillette (book 2 in Writing Units of Study)</li> <li>• <i>Breathing Life into Essays</i> by Lucy Calkins and Cory Gillette (found in previous Writing Units of Study, Grades 3-5)</li> <li>• Online resources found on <a href="http://Heinemann.com/myonlineresources">Heinemann.com/myonlineresources</a></li> <li>• <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> </ul> |   |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Nonfiction articles that provide further information on persuasive topics. <ul style="list-style-type: none"> <li>○ <b>Smithsonian Tween Tribune</b> <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></li> <li>○ <b>Discovery Education</b> <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>○ <b>NEWSLA</b> <a href="https://newsela.com/">https://newsela.com/</a></li> <li>○ <b>Britannica School</b> <a href="https://school.eb.com/levels">https://school.eb.com/levels</a></li> </ul> </li> </ul>  |   |

- Scholastic Go! <https://go.scholastic.com/index.html>

**Modifications for Learners**

See [appendix](#)

| Topic/Unit 4<br>Title   | Unit 4 Reading<br>Details & Synthesis: Close Reading of Fiction | Approximate Pacing | 6 weeks |
|---|---|--------------------|---------|
| <b>STANDARDS</b>  |   |                    |         |
| <b>NJSLS (ELA/L)</b>  |   |                    |         |
| <p><b>RL 4.1:</b> 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.</p> <p><b>RL 4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL 4.3:</b> 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).</p> <p><b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RL 4.5:</b> Explain the major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p><b>RL 4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL 4.7:</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p><b>RL.4.9:</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RL 4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RI 4.1:</b> 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.</p> <p><b>RI 4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3.</b> 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.</p> <p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> |   |                    |         |

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI 4.8:** Explain how an author uses reasons and evidence to support particular points in a text.

**RI 4.9:** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

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

**SL 4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

**SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL 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.

**L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

| <b>Interdisciplinary Connections:</b>   | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
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| <p><b>Social Studies:</b><br/> <b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> | <p><b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view<br/> <i>(Example: Within book clubs students will discuss how culture plays a role in individual and community perspectives and points of view).</i></p> |

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| <p><i>(Example: Students will work in book clubs to read and discuss various cultural groups and how they have dealt with maintaining their cultural traditions).</i></p> <p><b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.<br/> <i>(Example: Students will read novels with social issues, such as stereotyping and prejudice. They will discuss the conflicts in the books and research how this social issue impacts the real world).</i></p>  |   |
| <b>Computer Science and Design Thinking</b>  |   |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.<br/> <i>(Example: Students will be working on chromebooks on google docs to jot their thinking in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i></p>   |   |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |   |
| <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Readers grow big ideas about the characters in their books by studying the characters' traits and relationships.</li> <li>2. Readers deeply study characters in order to develop the themes.</li> <li>3. Readers compare and contrast how characters respond to situations, how themes are developed, and point of view.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I grow ideas about the characters in my book?</li> <li>2. How can I study characters in order to develop a theme?</li> <li>3. How do I compare and contrast texts in various ways?</li> </ol> |   |
| <b>STUDENT LEARNING OBJECTIVES</b>   |   |
| <b>Key Knowledge</b>   | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• strategies to grow and discuss big ideas in their books.</li> <li>• strategies to find themes in books.</li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• grow and discuss big ideas from their books.</li> <li>• read through a social issue lens, by looking for problems and injustices that affect their character and entire groups of</li> </ul> |

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| <ul style="list-style-type: none"> <li>● strategies to read differently when preparing to have a conversation.</li> <li>● strategies to compare and contrast stories with similar themes and topics.</li> <li>● strategies to compare and contrast how different characters deal with problems.</li> <li>● to move between their own ideas about an issue and the ideas that a text is presenting as they read.</li> <li>● by book club members bringing their own perspectives to book club meetings all members will grow ideas.</li> </ul> | <p>people.</p> <ul style="list-style-type: none"> <li>● find multiple themes in a book.</li> <li>● grow ideas by preparing for discussions.</li> <li>● compare and contrast different authors' approaches to similar themes and topics.</li> <li>● compare and contrast how different characters deal with problems.</li> <li>● develop their own perspectives and questions about issues.</li> <li>● talk back to texts, bringing their own perspective to the conversation.</li> </ul> |
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**ASSESSMENT OF LEARNING**

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| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <p><u>Post- Assessment:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Post Assessment Student Copy</a></li> </ul> <p>Read aloud <i>Thank You, Mr. Falker</i> by Patricia Polacco and have students stop and jot at preplanned places.</p> <p>Assess their responses, noticing what level they are on the 'Inferring About Characters and Other Story Elements' strand on the Narrative Reading Learning Progression.</p>   |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p><b>**Instead of giving the pre-assessment, refer to the Unit #1 Character post-assessment to tailor your teaching to the data you gather from this assessment.</b></p> <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Post-its/Write longs/Reading responses</li> <li>● Goal-specific assessment</li> <li>● Teacher observations, such as an Engagement Inventory</li> <li>● Partner or research club conversation</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Post-its/Write longs/Reading responses</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>● Goal-specific assessment</li> <li>● Teacher observations, such as an Engagement Inventory</li> <li>● Partner or research club conversation</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● <i>Complete Comprehension</i> by Jennifer Serravallo</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>   | <ul style="list-style-type: none"> <li>● The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</li> </ul>   |
| <b>RESOURCES</b>   |  |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">FOURTH GRADE UNIT 4 READING TEACHING POINTS AND TEACHER NOTES</a></li> <li>● <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>● Leveled Library Books and Assorted Book Room texts</li> <li>● Suggested mentor texts: <ul style="list-style-type: none"> <li>○ <a href="#">Piper</a>, a Disney Pixar short film</li> <li>○ <i>Hot Day on Abbot Avenue</i> by Karen English</li> <li>○ <i>Fox</i> by Margaret Wild</li> <li>○ <i>The Tiger Rising</i> by Kate DiCamillo (refer back to this text)</li> </ul> </li> </ul> |  |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Falling in Love with Close Reading</i> by Christopher Lehman and Kate Roberts (copy in Book Room)</li> <li>● <i>Disruptive Thinking</i> by Kylene Beers and Bob E. Probst (copy in Book Room)</li> </ul>   |  |
| <b>Modifications for Learners</b>  |  |
| <p>See <a href="#">appendix</a></p>  |  |



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| Topic/Unit 4<br>Title   | Unit 4 Writing<br>Literary Essay | Approximate Pacing | 6 weeks |
| <b>STANDARDS</b>  |                                  |                    |         |
| <b>NJSLS (ELA/L)</b>  |                                  |                    |         |
| <p><b>W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a conclusion related to the opinion presented.</p> <p><b>W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p><b>W.4.10:</b> 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.</p> |                                  |                    |         |

- RL.4.1:** 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.
- RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.9:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - 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.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.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.
- L.4.1:** Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

| <b>Interdisciplinary Connections:</b>  | <b>Career Readiness, Life Literacies, and Key Skills:</b>  |
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| <p><b>Social Studies:</b><br/> <b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> | <p><b>9.4.5.TL.3:</b> Format a document using a word processing application to enhance text, change page formatting, and include appropriate</p> |

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| <p><i>(Example: Students will write a literary essay based off of a book containing a social issue that explores stereotyping and prejudice. The will include how this social issue impacted the past and how it is still present today).</i></p> <p><b>6.3.4.D.1</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.<br/> <i>(Example: Students will write an opinion piece based off of a social issue they have studied. Their essay will conclude with a call to action).</i></p>  | <p>images, graphics, or symbols.<br/> <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p>   |
| <b>Computer Science and Design Thinking</b>   |  |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.<br/> <i>(Example: Students will be working on chromebooks on google docs to write their essays in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i></p>  |  |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |  |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Students will read more analytically in order to write expository essays that advance an idea about a piece of literature.</li> <li>2. Students will write opinion pieces on texts, drawing on all they have learned about opinion writing so far, as well as developing a complex, interpretive thesis, supporting their claim with ideas, and citing texts.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do readers read analytically in order to develop a complex, interpretive thesis?</li> <li>2. How do writers organize their ideas about literature?</li> <li>3. How do writers respond to a text with a reasoned, well-crafted piece of writing?</li> </ol> |  |
| <b>STUDENT LEARNING OBJECTIVES</b>  |  |
| <b>Key Knowledge</b>  | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• to draw on previous opinion writing strategies as they write a new opinion piece about a text.</li> <li>• strategies to close read in order to generate provocative ideas.</li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• transfer all they have learned in Unit 3 <i>Boxes and Bullets</i> about opinion writing, this time writing about a text.</li> </ul> |

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| <ul style="list-style-type: none"> <li>● strategies to think more interpretatively about texts and grow ideas.</li> <li>● strategies to develop a complex, interpretative thesis.</li> <li>● strategies to plan and draft a literary essay that supports a point of view with reasons that are grouped together.</li> <li>● strategies to elaborate essay.</li> <li>● to cite textual evidence and quotes within their own writing to support their thesis statement(s).</li> <li>● strategies to elaborate (adding facts, details, transition words).</li> <li>● strategies to plan and draft a comparative essay.</li> <li>● strategies to draft an introduction and conclusion.</li> <li>● strategies to revise and edit their essay.</li> </ul> | <ul style="list-style-type: none"> <li>● read closely by mining a text for ideas about characters' traits, motivations, troubles, changes, and relationships.</li> <li>● think more interpretatively about texts, analyzing characters and plotlines for character's complexities, lessons learned, and overarching themes that are advanced within a text.</li> <li>● craft a complex, interpretative thesis.</li> <li>● plan and draft a literary essay that supports a point of view with reasons that are grouped together.</li> <li>● revise by elaborating (facts, details, transition words).</li> <li>● write comparative essays, comparing and contrasting interpretations across multiple texts.</li> <li>● craft an introduction that includes the text(s)</li> <li>● write a conclusion related to their opinions.</li> <li>● writers revise and edit their draft: <ul style="list-style-type: none"> <li>● order adjectives within sentences.</li> <li>● use correct capitalization.</li> <li>● produce complete sentences using a subject and predicate, recognizing and correcting inappropriate fragments and run-ons.</li> <li>● use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>● write compound sentences by joining complete sentences with a comma and a conjunction.</li> <li>● correct frequently confused words.</li> </ul> </li> </ul> |
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**ASSESSMENT OF LEARNING**

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| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p> | <p><b>Post-assessment writing task:</b></p> <ul style="list-style-type: none"> <li>● Students should have familiar paper to write on and a supply of additional pages.</li> <li>● Up to 60 minutes</li> <li>● Can use 2 days. Possible schedule: <ul style="list-style-type: none"> <li>○ Day 1 - 40 minutes to plan and draft</li> <li>○ Day 2 - 20 minutes to revise and edit</li> </ul> </li> </ul> |
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|  | <ul style="list-style-type: none"> <li>● Give the following instructions:</li> </ul> <p>Distribute copies of <a href="#">Slower Than the Rest by Cynthia Rylant</a> and read it aloud to students.</p> <p><i>After reading, “Slower Than the Rest” by Cynthia Rylant, think about the big idea or theme in this story or ideas you have about a character. You will have sixty minutes to write an opinion text (literary essay) in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about literary essays. In your writing, make sure you:</i></p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>● <i>Write an introduction</i></li> <li>● <i>State your opinion or claim</i></li> <li>● <i>Give reasons and evidence</i></li> <li>● <i>Organize your writing</i></li> <li>● <i>Acknowledge counterclaims</i></li> <li>● <i>Use transition words</i></li> <li>● <i>Write a conclusion.”</i></li> </ul> <p><b>Published student writing</b></p> <ul style="list-style-type: none"> <li>● Post assessments and published pieces should be scored using the <b>Revised Opinion Writing rubric for Grades 3-6</b></li> </ul> |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p><b>**Instead of giving the opinion writing pre-assessment, refer to their Boxes and Bullets opinion writing post-assessment from Unit 3 to tailor your teaching to the data you gather from this assessment.</b></p>  |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability</li> </ul>  |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline)</p>   | <p><b>On-Demand Benchmark Assessment</b></p>   |

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| achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> <li>● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June.</li> <li>● Prompts and more information can be found at <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>● Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.</li> </ul> |
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**RESOURCES**

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| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">FOURTH GRADE UNIT 4 WRITING TEACHING POINTS AND TEACHER NOTES</a></li> <li>● Units of Study, Unit 4 <i>The Literary Essay: Writing About Fiction</i> by Lucy Calkins, Kathleen Tolan, and Alexandra Marron</li> <li>● <i>Literary Essays: Writing About Reading</i> by Lucy Calkins and Medea McEvoy (found in previous Writing Units of Study Grades 3-5)</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> <li>● Mentor Text: <ul style="list-style-type: none"> <li>○ <i>Fox</i> by Margaret Wild and Ron Brooks</li> <li>○ <i>Hot Day</i> by Karen English</li> <li>○ <i>Milo Imagines the World</i> by Matt de la Pena</li> </ul> </li> </ul> |
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| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Falling in Love with Close Reading</i> by Christopher Lehman and Kate Roberts (copy in Book Room)</li> </ul> |
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**Modifications for Learners**

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| See <a href="#">appendix</a> |
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| <b>Flexible Unit</b>  | <b>Mini Reading &amp; Writing Unit</b><br>Building Confident Test Takers | <b>Approximate Pacing</b> | <b>2 Weeks</b> |
| <b>Standards</b>  |  |                           |                |
| <b>NJSLS (ELA/L)</b>  |  |                           |                |
| <p><b>RL.4.1:</b> 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.</p> <p><b>RL.4.2:</b> Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p><b>RL.4.3:</b> 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).</p> <p><b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9:</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RF.4.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> |  |                           |                |

- 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.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), illustrations, and multimedia when useful to aiding 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.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 and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

| <b>Interdisciplinary Connections:</b>  | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
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| <p><b>Social Studies: 6.1.5.CivicsDP.2:</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).<br/> <i>(Example: Preparing for state testing provides a great opportunity to read a variety of nonfiction pieces. There are many articles paired with high quality questions about civil rights leaders that could be used for teacher modeling or student practice.)</i></p> | <p><b>9.1.5.CR.1:</b> Compare various ways to give back and relate them to your strengths, interests, and other personal factors.<br/> <i>(Example: Students reflect on what works well for them and helps them to do their best on the test. Students share during a whole-class discussion.)</i></p> <p><b>9.4.5.CT.1:</b> Identify and gather relevant data that will aid in the</p> |



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| <p align="center"><b>Computer Science and Design Thinking</b></p>   | <p>problem-solving process.<br/> <i>(Example: Students learn to carefully read the question to determine what time of evidence they need to collect in order to best answer the question.)</i></p>   |
| <p><b>8.2.5.ED.2:</b> 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.<br/> <i>(Example: Students can collaborate with peers on social-emotional strategies that can be utilized during testing.)</i></p>  | <p><b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)<br/> <i>(Example: Model the ways critical thinking is essential to test taking through teaching how to interpret the question being asked, how to evaluate answer choices, and how to make a selection between options.)</i></p> |
| <p align="center"><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>  |  |
| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze the format and components of the NJSLA assessment.</li> <li>• Students will practice, select, and utilize impactful strategies for reading in a standardized test.</li> <li>• Students will practice, select, and utilize impactful strategies for answering selected response questions.</li> <li>• Students will practice, select, and utilize impactful strategies for responding to writing prompts.</li> <li>• Students will implement self-regulating emotional techniques to stay calm and focused during testing.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What components will I see on the NJSLA?</li> <li>• What strategies will help me read passages closely on the NJSLA?</li> <li>• What strategies will help me respond to selected response questions?</li> <li>• What strategies will help me interpret, organize, and draft a response to writing prompts?</li> <li>• How can I regulate my emotions to stay calm and focused during testing?</li> </ul> |  |
| <p align="center"><b>STUDENT LEARNING OBJECTIVES</b></p>  |  |
| <p align="center"><b>Key Knowledge</b></p>  | <p align="center"><b>Process/Skills/Procedures/Application of Key Knowledge</b></p>  |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Standardized tests require heightened attention and a toolkit of metacognitive and test-taking strategies.</li> <li>• Standardized tests are designed to be tricky.</li> <li>• Stress and anxious feelings can cloud our minds, so staying</li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Build and utilize a toolkit of metacognitive and test-taking strategies.</li> <li>• Read closely and utilize strategies to avoid misunderstandings and distractors.</li> </ul>  |

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| calm makes us better able to access our brains.   | <ul style="list-style-type: none"> <li>● Build and utilize a toolkit of calming strategies to employ before and during testing.</li> </ul>  |
| <b>ASSESSMENT OF LEARNING</b>   |   |
| <b>Summative Assessment</b><br>(Assessment at the end of the learning period)   | <b>NJSLA Assessment</b>   |
| <b>Formative Assessments</b><br>(Ongoing assessments during the learning period to inform instruction)  | <p><b>Responding to selected response/multiple choice questions:</b><br/>         A pre-assessment is not necessary and the tight test prep schedule probably will not allow for one. If there is time, however, it would be very beneficial to see what strategies students already know and gauge the kinds of distractors that attract them. You could use a passage and question set from <a href="#">this resource in the 4th Grade Test Prep folder</a>.</p> <p><b>Responding to writing prompts:</b><br/>         Look back at students' literary essays, research papers, and narrative work. Come prepared with strengths and gaps that you plan to target with students who need support in the test prep unit.</p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Partner conversation</li> <li>● Anecdotal notes on independent work</li> <li>● Collect student work systematically to analyze both strategy use and accuracy</li> </ul> |
| <b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● The Complete Comprehension by Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> </ul>      |
| <b>Benchmark Assessments</b><br>(used to establish baseline achievement data and measure progress towards   | <ul style="list-style-type: none"> <li>● The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</li> <li>● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.</li> </ul>  |

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| grade level standards; given 2-3 X per year)  |  |
| <b>RESOURCES</b>  |  |
| <b>Core instructional materials:</b>  |  |
| <ul style="list-style-type: none"> <li>• <a href="#">Test Prep Shared Folder</a></li> </ul>   |  |
| <b>Supplemental materials:</b>  |  |
| <ul style="list-style-type: none"> <li>• Leveled Classroom Library</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> </ul> |  |
| <b>Modifications for Learners</b>   |  |
| See <a href="#">appendix</a>  |  |

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| <b>Topic Unit 5<br/>Title</b>  | <b>Unit 5 Reading<br/>Reading History</b> | <b>Approximate Pacing</b> | <b>6 weeks</b> |
| <b>STANDARDS</b>   |   |                           |                |
| <b>NJSLS (ELA/L)</b>   |   |                           |                |
| <p><b>RI 4.1.</b> 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.</p> <p><b>RI 4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI 4.3.</b> 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.</p> <p><b>RI 4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><b>RI 4.5.</b> 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.</p> <p><b>RI 4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the</p> |   |                           |                |

information provided.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

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

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

**W.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), illustrations, and multimedia when useful to aiding 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.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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

- SL.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- SL 4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.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.

- L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

| <b>Interdisciplinary Connections:</b>   | <b>Career Readiness, Life Literacies, and Key Skills:</b>  |
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| <p><b>Social Studies:</b></p> <p><b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the state of New Jersey.<br/><i>(Example: Students will research what led up to the Revolutionary War and the impact it had on the United States and New Jersey).</i></p> <p><b>6.1.4.D.5</b> Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.<br/><i>(Example: Students will study primary sources closely and compare and contrast what they see to our government and citizenship).</i></p> <p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.<br/><i>(Example: Students will discuss and note-take in research clubs how George Washington, Thomas Jefferson, and Benjamin Franklin worked to develop the United States government).</i></p> | <p><b>9.1.2.FP.1:</b> Explain how emotions influence whether a person spends or saves.<br/><i>(Example: Through research, students will be able to better understand the emotions and economic status of the subject of their book {taxes during the Revolution}.)</i></p> |

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| <p><b>6.1.4.D.8</b> Determine the significance of New Jersey’s role in the American Revolution.<br/> <i>(Example: Students will research how New Jersey played a key part in the American Revolution).</i></p>  |  |
| <p><b>Computer Science and Design Thinking</b></p>  |  |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.<br/> <b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.<br/> <i>(Example: Students will be working on chromebooks on google docs to jot their thinking and notes in which they will practice storing, retrieving, modifying, and deleting their ideas. Students will also research the American Revolution on their chromebooks.)</i></p>  |  |
| <p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>   |  |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Researchers build their knowledge by reading accessible texts, paying attention to text structure to organize their notes, and synthesizing new information into what they already know.</li> <li>2. Historians learn about multiple points of view in order to have a more complete understanding of the past, taking a side, gathering evidence, and debating by supporting a position with reasons and solid evidence.</li> <li>3. Students will draw on strategies to tackle complex texts, such as previewing and paraphrasing, and studying all parts of the text to extract the main ideas.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do I plan for a research project?</li> <li>2. How do I read like an historian?</li> <li>3. How do I uncover important details and facts, angle evidence to fit an argument, and choose a side I believe in, in order to prepare for a debate?</li> <li>4. How do I grow my body of knowledge to consider new questions and answers about my topic?</li> </ol> |  |
| <p><b>STUDENT LEARNING OBJECTIVES</b></p>   |  |
| <p><b>Key Knowledge</b></p>   | <p><b>Process/Skills/Procedures/Application of Key Knowledge</b></p> |

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| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● strategies to launch a research project.</li> <li>● strategies for tackling complex texts (such as previewing and paraphrasing, and studying all parts of the text to determine the main ideas).</li> <li>● strategies to synthesize across texts noticing ways texts are similar and different.</li> <li>● strategies to identify text structure in order to organize their notes and their thinking.</li> <li>● strategies to identify the main idea and supporting details of a text.</li> <li>● strategies to read like historians.</li> <li>● strategies to solve words as best they can.</li> <li>● strategies to interpret text features.</li> <li>● strategies to prepare for a debate.</li> <li>● the perspective from which a text is written.</li> </ul> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● launch a research project.</li> <li>● draw on strategies for tackling complex texts.</li> <li>● synthesize across texts on a subtopic noticing ways texts are similar and different.</li> <li>● note-take and identify text structure.</li> <li>● identify the main idea and supporting details of a text.</li> <li>● read like historians (paying attention to time, place, people, timelines, maps, and relationships), multiple points of view, explaining events including what happened and why, based on specific information in the text..</li> <li>● solve unknown words.</li> <li>● interpret information (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>● prepare for a debate by choosing a side to support and gathering evidence.</li> </ul> |
| <b>ASSESSMENT OF LEARNING</b>  |   |
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <p>Give a performance assessment at the end of the unit.</p> <ul style="list-style-type: none"> <li>● Log into your Heinemann account.</li> <li>● Enter registration code.</li> <li>● Locate the post-assessment and student rubric. Administer the assessment.</li> <li>● <a href="#">Post Assessment KEY</a></li> <li>● <a href="#">Post Assessment Student Copy</a></li> </ul>   |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p><b>**Instead of giving the pre-assessment, refer to the Unit #2 Weather post-assessment to tailor your teaching to the data you gather from this assessment.</b></p> <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Post-its/Write longs/Reading responses</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>● Goal-specific assessment</li> <li>● Teacher observations, such as an Engagement Inventory</li> <li>● Partner or research club conversation</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● Complete Comprehension by Jennifer Serravallo</li> </ul>  |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>● Post-its/Write longs/Reading responses</li> <li>● Goal-specific assessment</li> <li>● Teacher observations, such as an Engagement Inventory</li> <li>● Partner or research club conversation</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● Complete Comprehension by Jennifer Serravallo</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>● The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</li> </ul>   |

## RESOURCES

**Core instructional materials:**

- [FOURTH GRADE UNIT 5 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Reading History: The American Revolution* from the Units of Study for Teaching Reading, Grade 4
- *The Reading Strategies Book* by Jennifer Serravallo
- Online resources from [www.heinemann.com/myonlineresources](http://www.heinemann.com/myonlineresources)
- Leveled Library Books and Assorted Book Room texts
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston
- Mentor Texts:
  - *Liberty! How the Revolutionary War Began* by Lucille Recht Penner



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| <ul style="list-style-type: none"> <li>● <i>George vs. George</i> by Rosalyn Schanzer</li> <li>● <i>The Revolutionary War</i> by Josh Gregory</li> </ul>  |
| <p>Supplemental materials:</p> <ul style="list-style-type: none"> <li>● Nonfiction materials such as texts, articles, and photos from the time period <ul style="list-style-type: none"> <li>○ <b>Discovery Education</b> <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>○ <b>NEWSLA</b> <a href="https://newsela.com/">https://newsela.com/</a></li> <li>○ <b>Britannica School</b> <a href="https://school.eb.com/levels">https://school.eb.com/levels</a></li> <li>○ <i>The Internet and Social Media</i> by Alex Woolf - to teach students about internet safety when researching</li> <li>○ <i>Two Truths and a Lie</i> by Ammi-Joan Paquette - to teach students about internet safety when researching</li> <li>○ <i>Causes of the Revolution</i> by Jill K. Mulhall</li> <li>○ <i>Reasons for a Revolution</i> by Jennifer Prior</li> </ul> </li> </ul> |
| <b>Modifications for Learners</b>   |
| See <a href="#">appendix</a>  |

| Topic/Unit 5<br>Title  | Unit 5 Writing<br>Bringing History to Life | Approximate Pacing | 6 weeks |
|--|--|--------------------|---------|
| <b>STANDARDS</b>   |  |                    |         |
| <b>NJSLS (ELA/L)</b>   |  |                    |         |
| <p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a conclusion related to the information or explanation presented.</li> </ol> <p><b>W.4.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ol> |  |                    |         |

- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.10.** 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.

**RI.4.1.** 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.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.3.** 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.

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

**SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.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.

- L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

| <b>Interdisciplinary Connections:</b>  | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
|--|---|
| <p><b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the state of New Jersey.<br/><i>(Example: Students will write a research report that includes some of the events that led to the United States and New Jersey).</i></p> <p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.<br/><i>(Example: Students will include a chapter in their research report about the contributions of George Washington, Thomas Jefferson, and Benjamin Franklin to the United States government).</i></p> | <p><b>9.4.5.TL.3:</b> Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.<br/><i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p> |
| <b>Computer Science and Design Thinking</b>  |   |
| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.<br/><i>(Example: Students will be working on chromebooks on google docs to write their books in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i></p>   |   |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |   |
| <b>Enduring Understandings:</b>  |   |

1. Students will understand how the whole writing cycle of research and information writing can go, so that they can picture it in its entirety, tailoring the process to their own needs.
2. Students will learn the skills of effective research writing.

**Essential Questions:**

1. How can I make a plan for writing a research report, relying on what knowledge I have from third grade, making a plan for my work, and organizing my report into a logical structure?
2. How can I write a story about a time in history thinking about the time, character, and conflict?

**STUDENT LEARNING OBJECTIVES**

| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge   |
|---|--|
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● previously learned strategies for planning to write an informational piece.</li> <li>● strategies to develop a research plan and note-take.</li> <li>● strategies to organize their writing, such as including formatting such as headings and subheadings with various genres such as how-to, all-about, essay, and narrative.</li> <li>● strategies to rehearse prior to drafting additional chapters.</li> <li>● strategies to revise by elaborating.</li> <li>● strategies to edit.</li> </ul> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● draw on all they know about information writing, such as introducing a topic and grouping related information, developing the topic, elaborating with some facts, definitions, and details.</li> <li>● organize their writing into a logical structure.</li> <li>● choose a logical structure for their books.</li> <li>● elaborate their writing by including transitional phrases, historical details, text features, and quotations.</li> <li>● develop their own ideas about information.</li> <li>● revise and edit their writing before publication, focusing on the unique ways historical writers use punctuation and:               <ul style="list-style-type: none"> <li>○ revise by using relative pronouns.</li> <li>○ use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</li> <li>○ form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses.</li> <li>○ order adjectives within sentences according to conventional patterns.</li> <li>○ use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>○ correct frequently confused words</li> </ul> </li> </ul> |

- write compound sentences by joining complete sentences with a comma and a conjunction.

**ASSESSMENT OF LEARNING**

**Summative Assessment**  
(Assessment at the end of the learning period)

**Post-assessment writing task:**

- Students should have familiar paper to write on and a supply of additional pages.
- Up to 60 minutes
- Can use 2 days. Possible schedule:
  - Day 1 - 40 minutes to plan and draft
  - Day 2 - 20 minutes to revise and edit
- Give the following instructions:

*“Think of a topic that you’ve studied or that you know a lot about. You will have sixty minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only sixty minutes to complete this. You will have sixty minutes, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing. In your writing, make sure you:*

- *Write an introduction*
- *Elaborate with a variety of information*
- *Organize your writing*
- *Use transition words*
- *Write a conclusion*

**Published student writing**

- Post assessments and published pieces should be scored using the **Revised Informational Writing rubric for Grades 3-6**

**Formative Assessments**  
(Ongoing assessments during the learning period to inform instruction)

**Pre-assessment writing task:**

- **Use students’ Unit 2’s Informational Post-Assessment as the pre-assessment data.**

**Anecdotal Notes from writing conference & small group instruction**

- Teacher Observations**
- Conference notes**
- Partner conversations**
- Flash-drafts**

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| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>  | <p><b>Random collection of notebooks</b></p> <ul style="list-style-type: none"> <li>You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability</li> </ul>   |
| <p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>  | <p><b>On-Demand Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June.</li> <li>Prompts and more information can be found at <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.</li> </ul> |
| <p><b>RESOURCES</b></p>   |  |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li><a href="#">FOURTH GRADE UNIT 5 WRITING TEACHING POINTS AND TEACHER NOTES</a></li> <li><i>Reading History: The American Revolution</i> from the Units of Study for Teaching Reading, Grade 4</li> <li><i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>Online resources from <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>Leveled Library Books and Assorted Book Room texts</li> <li><i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> <li>Mentor Texts: <ul style="list-style-type: none"> <li><i>Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner</li> <li><i>George vs. George</i> by Rosalyn Schanzer</li> <li><i>The Revolutionary War</i> by Josh Gregory</li> </ul> </li> </ul> |  |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li><i>Energize Research Reading and Writing</i> by Christopher Lehman (copy in the Book Room)</li> <li>Nonfiction materials such as texts, articles, and photos from the time period <ul style="list-style-type: none"> <li><b>Discovery Education</b> <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li><b>NEWSLA</b> <a href="https://newsela.com/">https://newsela.com/</a></li> <li><b>Britannica School</b> <a href="https://school.eb.com/levels">https://school.eb.com/levels</a></li> </ul> </li> </ul>  |  |
| <p><b>Modifications for Learners</b></p>  |  |
| <p>See <a href="#">appendix</a></p>   |  |

|   |   |                           |                |
|---|---|---------------------------|----------------|
| <b>Topic Unit 6<br/>Title</b>   | <b>BONUS Unit 6 Reading<br/>Historical Fiction Book Clubs</b> | <b>Approximate Pacing</b> | <b>3 weeks</b> |
| <b>STANDARDS</b>  |   |                           |                |
| <b>NJSLS (ELA/L)</b>  |   |                           |                |
| <p><b>RL 4.1.</b> 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.</p> <p><b>RL.4.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL 4.3.</b> 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).</p> <p><b>RL4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RL.4.5.</b> 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.</p> <p><b>RL 4.6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person. narrations.</p> <p><b>RL 4.7.</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p><b>RL.4.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RL 4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with</p> |   |                           |                |

scaffolding as needed.

**RI.4.1.** 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.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.3.** Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.

**RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**RF4.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF4.4:** Read with sufficient accuracy and fluency to support comprehension.

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**SL4.1.** 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.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

**SL.4.4.** Report on a topic or text, in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**SL.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.



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| <p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>  |   |
| <b>Interdisciplinary Connections:</b>  | <b>Career Readiness, Life Literacies, and Key Skills:</b>   |
| <p><b>Social Studies:</b></p> <p><b>6.3.4.A.1</b> Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).<br/><i>(Example: Book clubs will work collaboratively to develop rules to follow to help their discussions run smoothly).</i></p> <p><b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.<br/><i>(Example: Students will read and discuss historical fiction novels that include a group of people immigrating to the United States).</i></p> <p><b>6.1.4.D.12</b> Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.<br/><i>(Example: In book clubs, students will read and prepare to discuss the historical characters in the books and how they contributed to the American culture).</i></p> <p><b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br/><i>(Example: Book clubs will compare and contrast the perspectives of various historical characters within their historical fiction novel, as well as compare and contrast their perspective to that of the character's).</i></p> | <p><b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view<br/><i>(Example: Students will read books centered around a historical time period. Within book clubs students will discuss how culture of that setting plays a role in individual and community perspectives and points of view).</i></p> |
| <b>Computer Science and Design Thinking</b>  |   |

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| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</p> <p><i>(Example: Students will be working on chromebooks on google docs to jot their thinking in which they will practice storing, retrieving, modifying, and deleting their ideas.)</i></p> |  |
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**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

**Enduring Understandings:**

1. Historical fiction books are complex, so readers apply skills to handle increasingly complex texts in general.
2. Books are not just about plot, they are about ideas. Readers draft and revise and elaborate upon possible interpretations of a text as they read and as they discuss books.
3. Readers think across fiction and nonfiction, across story and history, and across the books they have read now and in the past, and their own life.
4. Readers compare and contrast texts, determining theme and synthesizing across texts.

**Essential Questions:**

1. How can I draw on all I know about reading literature to rise to the challenge of reading even more complex historical fiction texts?
2. How can I get lost in the drama of historical fiction while also attending to the challenging work of tracing setting, plot, and characters across a text? How can I develop a deeper understanding of the characters and the setting by learning about that period in time?
3. How can I draft and revise my interpretations based on my growing understanding of both the story and the interpretation itself?
4. How do we compare and contrast ideas of texts across fiction and nonfiction, across story and history, and across the books we have read now and in the past?
5. How do we read more challenging texts and embrace complexity in comprehension as well as interpretation?

**STUDENT LEARNING OBJECTIVES**

| <b>Key Knowledge</b>  | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |
|---|---|
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● strategies to make and revise interpretations.</li> <li>● strategies to tackle complex historical fiction texts.</li> <li>● strategies to keep their book club conversations going.</li> <li>● strategies to deepen understanding of characters and perspectives.</li> <li>● strategies to determine theme.</li> </ul> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● build on the interpretation work they did in <i>Interpreting Characters: The Heart of the Story</i>.</li> <li>● read and comprehend historical fiction books.</li> <li>● draft, revise, and elaborate upon possible interpretations</li> <li>● grow and revise interpretations through book club conversations.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• strategies to synthesize across fiction and nonfiction texts.</li> <li>• strategies to deepen understanding of characters, struggles, perspectives, insights, and knowledge of history.</li> </ul> | <ul style="list-style-type: none"> <li>• deepen their understanding of characters and perspective.</li> <li>• determine the theme of books.</li> <li>• think between nonfiction and historical fiction books.</li> <li>• think about how the information they are learning enlarges their understanding of the characters, their struggles, their perspectives, their insights, and their knowledge of history.</li> </ul> |
|---|--|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>                              | <p>Give a performance assessment after the unit.</p> <ul style="list-style-type: none"> <li>• Log into your Heinemann account.</li> <li>• Enter registration code.</li> <li>• Find post-assessment, teacher instructions, student rubric and more in the My Online Resources Grade 4 Reading Units of Study.</li> <li>• <a href="#">Post Assessment KEY</a></li> <li>• <a href="#">Post Assessment Student Copy</a></li> </ul>  |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>     | <p>Give a performance assessment prior to beginning the unit.</p> <ul style="list-style-type: none"> <li>• <a href="#">Pre-assessment KEY</a></li> <li>• <a href="#">Pre Assessment Student Copy</a></li> <li>• Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</li> <li>• Post-its/Write longs/Reading responses</li> <li>• Goal-specific assessment</li> <li>• Teacher observations, such as an Engagement Inventory</li> <li>• Partner or research club conversation</li> <li>• The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>• Complete Comprehension by Jennifer Serravallo</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to</p> | <ul style="list-style-type: none"> <li>• Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a</li> </ul>   |

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| demonstrate their knowledge, understanding and proficiency)  | <p>conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.)</p> <ul style="list-style-type: none"> <li>● Post-its/Write longs/Reading responses</li> <li>● Goal-specific assessment</li> <li>● Teacher observations, such as an Engagement Inventory</li> <li>● Partner or research club conversation</li> <li>● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.</li> <li>● Complete Comprehension by Jennifer Serravallo</li> </ul> |
| <b>Benchmark Assessments</b><br>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <ul style="list-style-type: none"> <li>● The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.</li> </ul>   |

## RESOURCES

### Core instructional materials:

- [FOURTH GRADE UNIT 6 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Historical Fiction Clubs* by Lucy Calkins and Mary Ehrenworth (Book 4 in Units of Study kit)
- *The Reading Strategies Book* by Jennifer Serravallo
- Online resources from [www.heinemann.com/myonlineresources](http://www.heinemann.com/myonlineresources)
- Leveled Library Books and Assorted Book Room texts
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston
- Mentor Texts:
  - Suggestions:
    - *Number the Stars* by Lois Lowry
    - *Rose Blanche* by Roberto Innocenti

### Supplemental materials:

- Additional suggested texts:
  - *Freedom Summer* by Deborah Wiles, *Goin' Someplace Special* (McKissack), *The Other Side* (Woodson), *Freedom on the Menu: The Greensboro Sit-Ins* (Weatherford), *The Bat Boy and His Violin* (Curtis), if focusing on segregation
  - *Pink and Say* by Patricia Polacco, if focusing on the Civil War
  - *The Internet and Social Media* by Alex Woolf - to teach students about internet safety when researching

- *Two Truths and a Lie* by Ammi-Joan Paquette - to teach students about internet safety when researching
- *The Yellow Star* by Carmen Agra Deedy
- *Civil Rights Movement* by Gwendolyn Hooks
- *Rosa* by Nikki Giovanni

**Modifications for Learners**

See [appendix](#)

| Topic Unit 6<br>Title  | Unit 6 Writing<br>Writing Historical Fiction | Approximate Pacing | 3 weeks |
|--|--|--------------------|---------|
| <b>STANDARDS</b>   |  |                    |         |
| <b>NJSLS (ELA/L)</b>   |  |                    |         |
| <b>Standards Reviewed:</b>   |  |                    |         |
| <p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.</p> <p><b>W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |  |                    |         |

**W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.10:** 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.

**SL4.1:** 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.

**SL4.4:** Tell a story in an organized manner; speak clearly at an understandable pace.

**SL4.6:** Use formal English when appropriate to task and situation.

**L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

| Interdisciplinary Connections:   | Career Readiness, Life Literacies, and Key Skills:   |
|--|--|
| <p><b>Social Studies:</b></p> <p><b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.<br/><i>(Example: Students will write a narrative piece from the perspective of someone who has immigrated to America).</i></p> <p><b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.<br/><i>(Example: Through their historical fiction narrative piece, students will write from their fictional character’s perspective).</i></p> | <p><b>9.4.5.TL.3:</b> Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.<br/><i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p> |
| <p><b>Computer Science and Design Thinking</b></p>   |  |

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| <p><b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p><b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.<br/>(<i>Example: Students will be working on chromebooks on google docs to write their story in which they will practice storing, retrieving, modifying, and deleting their ideas.</i>)</p>   |   |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |   |
| <p><b>Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Writers draw on previously learned narrative writing strategies with greater finesse and working with great control as they write historical fiction stories.</li> <li>2. Writers have the freedom and know-how to transfer and apply all they've learned about narrative craft to accomplish their own goals.</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I raise the level of my fiction writing, by establishing structure, development and language?</li> <li>2. How can I work on writing a historical fiction text that is well written—that draws readers in, is packed with specific information, and is structured in a cohesive way?</li> </ol> |   |
| <b>STUDENT LEARNING OBJECTIVES</b>   |   |
| <b>Key Knowledge</b>   | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |
| <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● to read their historical fiction books through the lens of a writer, considering the craft moves an author has made.</li> <li>● strategies for generating possible historical fiction story ideas.</li> <li>● to research for historical accuracy.</li> <li>● strategies to rehearse how their story will go.</li> <li>● strategies to revise and edit.</li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● generate ideas for possible historical fiction stories.</li> <li>● write for a sustained period of time.</li> <li>● write with volume and stamina</li> <li>● write with historical accuracy.</li> <li>● write in scenes rather than summarize.</li> <li>● rehearse before drafting.</li> <li>● draw on all they learned about narrative writing and apply this to historical fiction.</li> <li>● develop believable characters.</li> </ul> |
| <b>ASSESSMENT OF LEARNING</b>  |   |
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <p><b>Published student writing</b></p> <ul style="list-style-type: none"> <li>● Post assessments and published pieces should be scored using the <b>Revised Narrative Writing rubric for Grades 3-6</b></li> </ul>   |

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| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <p><b>Anecdotal Notes from writing conference &amp; small group instruction</b><br/> <b>Teacher Observations</b><br/> <b>Conference notes</b><br/> <b>Partner conversations</b><br/> <b>Flash-drafts</b><br/> <b>Random collection of notebooks</b></p>  |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>   | <ul style="list-style-type: none"> <li>You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability</li> </ul>  |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>   | <p><b>On-Demand Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June.</li> <li>Prompts and more information can be found at <a href="http://www.heinemann.com/myonlineresources">www.heinemann.com/myonlineresources</a></li> <li>Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.</li> </ul> |
| <p><b>RESOURCES</b></p>  |  |
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li><a href="#">FOURTH GRADE UNIT 6 WRITING TEACHING POINTS AND TEACHER NOTES</a></li> <li><i>If...Then..Curriculum</i> by Lucy Calkins pages 69-82 in the Units of Study for Teacher Writing, Grade 4</li> <li><i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>Mentor texts: <ul style="list-style-type: none"> <li>Use the same mentor texts you are reading aloud during Interactive Read Aloud and referring to during reading workshop, making sure your texts focus on one time period. Suggestions: <ul style="list-style-type: none"> <li><i>Freedom Summer</i> by Deborah Wiles, <i>Goin’ Someplace Special</i> (McKissack), <i>The Other Side</i> (Woodson), <i>Freedom on the Menu: The Greensboro Sit-Ins</i> (Weatherford), <i>The Bat Boy and His Violin</i> (Curtis), if focusing on segregation</li> <li><i>Pink and Say</i> by Patricia Polacco, if focusing on the Civil War</li> <li><i>Number the Stars</i> by Lois Lowry, <i>Rose Blanche</i> by Roberto Innocenti, <i>The Butterfly</i> by Patricia Polacco, if focusing on the Holocaust</li> </ul> </li> </ul> </li> </ul> |  |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>Nonfiction materials such as texts, articles, and photos from the time period <ul style="list-style-type: none"> <li><b>Discovery Education</b> <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> </ul> </li> </ul>  |  |



- **NEWSLA** <https://newsela.com/>
- **Britannica School** <https://school.eb.com/levels>

**Modifications for Learners**

See [appendix](#)