

READINGTON PUBLIC SCHOOL DISTRICT
Fourth Grade English Language Arts Curriculum

Authored by: Fourth Grade Team

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and
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I. PURPOSE AND OVERVIEW

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

Our curriculum is designed to be responsive to the developmental stages. A differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Word Study/Vocabulary Instruction

Reading Workshop: (Approximately 40 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (10-15 minutes), independent (20 minutes) and partner reading time with guided reading (5-10 minutes), a mid-workshop teaching point (3-5 minutes), and finally a teaching share (3-5 minutes). All fifth grade students meet in small groups and book clubs within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

Writing Workshop: (Approximately 40 minutes daily)

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writer's workshop begins with a mini-lesson and is followed by independent writing within a specific genre of writing. Writing is taught like any other basic skill, with explicit instruction and ample opportunity for practice. Students write for real; they write all kinds of texts just like the ones they see in the world.

Speaking and Listening

Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn language for a variety of purposes. In the fourth grade literacy curriculum, we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on three goals:

- Listening and Speaking
- Presentation of Knowledge and Ideas
- Comprehension and Collaboration

Vocabulary/Word Study:

Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.

Students in grade 4 participate in a spelling and vocabulary exploration program developed by Kathy Ganske, the author of *Word Journeys*. During word study, students actively engage in thinking and questioning, as they increase

their awareness of how words are spelled and what they mean. They look for common characteristics to help them generalize understandings to other words.

The fourth grade curriculum continues to focus on phonics, spelling and word study principles which are organized into broad categories of learning.

- Spelling Patterns
- High Frequency Words- Read and write 500 words that occur with highest frequency in English rapidly and automatically
- Word Meaning and Vocabulary
- Word Structure
- Word-Solving Actions

A suggested schedule for an 80-85 minutes block of literacy while incorporating time for vocabulary/word study instruction might look something like the following:

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes Extended Read Aloud with Whole Class Discussion	10 minute Reading Mini-lesson	30 minutes Extended Read Aloud with Whole Class Discussion	10 minutes Reading Mini-lesson	10 minutes Reading Mini-lesson
30 minutes Independent Reading	30 Minutes Independent Reading	25 minutes Independent Reading	25 Minutes Independent Reading	25 Minutes Independent Reading
15 minutes Writing about Reading	35 minutes Writing (10 minute mini-lesson and 25 minutes of writing)	20 minutes Writing about Reading	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)
5-10 minutes Vocabulary/Word Exploration	5-10 minutes Vocabulary/Word Exploration	5-10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration

III. RESOURCES

Guiding Readers and Writers, Grades 3-6 by Fountas and Pinnell

Strategies That Work: Teaching Comprehension to Enhance Understanding by Harvey and Goudvis

Mosaic of Thought: Teaching Comprehension in a Reader's Workshop by Keene and Zimmerman

Word Journeys by Kathy Ganske

Word Sorts and More by Kathy Ganske

Mindful of Words by Kathy Ganske

Notebook Connections Strategies for the Readers Notebook by Aimee Buckner

Notebook Know-How Strategies for the Writer's Notebook by Aimee Buckner

Write Like This Teaching Real World Writing Through Modeling and Mentor Texts by Kelly Gallagher

How's It Going by Carl Anderson

Units of Study for Opinion, Information, and Narrative Writing Grade 4 by Lucy Calkins

Units of Study for Reading, Grade 4 by Lucy Calkins

Benchmark Assessment System Levels L-Z by Fountas and Pinnell

IV. GOALS

Progress Indicators for Reading Literature

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas
Range of Reading and Complexity of Text

Progress Indicators for Reading Informational Text

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition
Fluency

Progress Indicators for Writing

Text Types and Purposes
Production and Distribution of Writing
Range of Writing

Progress Indicators for Speaking and Listening

Comprehension and Collaboration
Presentation of Knowledge and Ideas

Progress Indicators for Language

Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

V. ASSESSMENT

Student learning will be assessed through:

- Student/teacher conferences
- Fountas and Pinnell Reading Level Assessment conducted *at least* three times a year for students beginning in September/October and then again in Feb./March and in May/June.
- Teacher's College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writing Notebooks and Reader's Workshop Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Learning Progressions
- Rubrics
- Spelling Developmental Analysis (Screening and Inventory) administered in Sept./October and January

VI. SCOPE AND SEQUENCE

	Reader's Workshop	Writer's Workshop
Unit 1 Sept./Oct. 8 weeks	Interpreting Characters: The Heart of the Story (Unit 1)	The Arc of the Story: Writing Realistic Fiction (Narrative) (Unit 1)
Unit 2 Nov./Dec. 8 weeks	<p><u>During Social Studies</u> Reading as Researcher Reading History: The American Revolution (Unit 3)</p> <p><u>During Reading</u> Historical Fiction Clubs (Unit 4)</p>	<p>Informational Writing: Writing about Topics of Personal Expertise (If... Then... Curriculum)</p> <p>And Bringing History to Life (Informational) (Unit 3)</p>
Unit 3 Jan./Feb. 8 weeks	Reading the Weather, Reading the World Nonfiction Reading (Unit 2)	Boxes and Bullets: Personal and Persuasive Essays (Opinion Writing) (Unit 2)
Unit 4 Mar./Apr. 8 weeks	Social Issues Book Clubs: Applying Analytical Lenses Across Literature and Informational Texts (If... Then...Curriculum)	The Literary Essay: Writing About Fiction (Opinion Writing) (Unit 4)
Unit 5 May 4 weeks	Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then Curriculum)	Poetry Anthology: Writing, Thinking, and Seeing More (If... Then... Curriculum)
Unit 6 June 4 weeks	Author Study: Reading Like a Fan (If...Then Curriculum)	Celebrating My Success as a Writer! Reflecting on Myself as a Writer

4th GRADE READING
Readers Workshop
Unit 1: Interpreting Characters: The Heart of the Story
(September/October)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good readers establish and maintain a quality reading life for learning and enjoyment.</p> <p>Appropriate self-selection of books and monitoring of comprehension are skills good readers have.</p> <p>Goals: 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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>	<p>Teaching Points:</p> <p>Bend 1: Establishing a Reading Life</p> <ul style="list-style-type: none"> • Read intensely to build a foundation to grow substantial ideas • Select just-right books • Collaborate to create a culture of reading • Retell and synthesize to build comprehension • Use envisionment strategies • Participate in book partnerships to elevate discussions <p>Bend 2: Thinking Deeply About Characters</p> <ul style="list-style-type: none"> • Read to develop defensible ideas about characters • Notice important details about characters • Determine the meaning of unknown words and phrases that allude to significant characters using context clues, word analysis, and consulting reference materials • Ground significant ideas in the text • Improve character theories by using precise language • Recognize complexity of characters • Debate viewpoints, including evidence in book partnerships <p>Bend 3: Building Interpretations</p> <ul style="list-style-type: none"> • Study story elements to grow ideas about characters • Think across the whole book • Find patterns and make connections to push deeper thinking 	<p>Mentor Texts (Instructional Read Aloud): <u><i>The Tiger Rising</i></u> by Kate DiCamillo <u><i>Stone Fox</i></u> by John Reynolds Gardiner <u><i>Fly Away Home</i></u> by Eve Bunting (Tough Questions, Again and Again) <u><i>ish</i></u> by Peter Reynolds (Aha Moment) <u><i>The Day the Crayons Quit</i></u> by Drew Daywalt (Memory Moment) <u><i>Mr. Lincoln's Way</i></u> by Patricia Polacco (Words of the Wiser) <u><i>Pog</i></u> by Lyn Lee (Contrasts and Contradictions) Pages 246-262 in the appendix section of <u><i>Notice and Note</i></u> has excerpts for each signpost</p> <p>Teacher Resources: <u><i>Notice and Note: Strategies for Close Reading</i></u> by Kylene Beers and Robert E. Probst <u><i>Disrupting Thinking</i></u> by Kylene Beers and Robert E. Probst <u><i>What Really Matters For Struggling Readers</i></u> by Richard Allington <u><i>The Book Whisperer</i></u> by Donalyn Miller <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Building a Reading Life</i></u> from the <u><i>Units of Study for Teaching Reading: Grades 3-5</i></u> by Lucy Calkins <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>Conferring with Readers</i></u> by Jennifer Serravallo <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller</p>

<p>multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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.</p> <p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify</p>	<ul style="list-style-type: none"> Consider big life issues that relate to people and stories Recognize recurring images, objects, and details to develop complex interpretations <p>Notice and Note Signposts:</p> <ul style="list-style-type: none"> Students are encouraged to notice and note six universal signposts that are embedded across most texts Students will be taught how to recognize and understand the significance of the following signposts: <ul style="list-style-type: none"> Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment <p>Spelling/Word Study/Phonics/Vocabulary:</p> <p>Letter Sound Relationships:</p> <ul style="list-style-type: none"> Recognize and use vowel sounds with <i>r</i> (<i>car, first, hurt, her, corn, floor, world, near</i>) Recognize and use letters that represent a wide variety of vowel sounds (long, short) Spelling Patterns: Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, VVC, VVCC, VCe, VCCC, VVCCC; vowels plus <i>r</i>; and <i>-oy</i> and <i>-ow</i>) <p>High Frequency Words: Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)</p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> Compound Words Synonyms and Antonyms Homographs and Homophones 	<p><u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p>Assessment(s):</p> <p>Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: Level N or below</p> <p>Approaching Expectations: Level O</p> <p>Meets Expectations: Level P/Q</p> <p>Exceeds Expectations: Level R</p> <p>Note: Readers in level L/M should be reading four to six per books per week and in N/O/P/Q, two to three books per week.</p> <p>Reading Rate</p> <p>90-125 words per minute</p> <p>Word Study Assessments:</p> <p>Word Journeys Screening Inventory (for any new to the district student)</p> <p>Word Journeys Feature Inventory (Based on previous year's assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p>
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<p>the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Word Structure:</p> <ul style="list-style-type: none"> ○ Syllables ○ Plurals <p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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Readers Workshop
Unit 2: Historical Fiction Clubs
November/December

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <p>Good readers build collective interpretations and learn how to carry ideas across time and across more than one text.</p> <p>Good readers keep track of multiple plotlines, unfamiliar characters, and shifts in time and place.</p> <p>Goals:</p> <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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the</p>	<p>Teaching Points:</p> <p>Bend 1: Tackling Complex Texts</p> <ul style="list-style-type: none"> • Pay attention to the beginning to analyze setting • Students keep track of story elements as they read to continually build understanding • Track the ways in which characters timelines fit with historical timelines • Recognize that character's thoughts and decisions are shaped by the time period • Support discussions with textual evidence • Determine norms and roles for discussions 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><u>Number the Stars</u> by Lois Lowry</p> <p><u>Baseball Saved Us</u> by Ken Mochizuki</p> <p><u>Rose Blanche</u> by Christophe Gallaz</p> <p><u>The Other Side</u> by Jacqueline Woodson</p> <p><u>Henry's Freedom Box</u> by Ellen Levine</p> <p><u>The Yellow Star</u> by Carmen Agra Deedy</p> <p><u>Terrible Things</u> by Eve Bunting</p> <p>Teacher Resources:</p> <p><u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p>

<p>text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>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.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions</p>	<ul style="list-style-type: none"> Identify when formal or informal English is appropriate Paraphrase sections of information within a text during discussions <p>Bend 2: Interpreting Complex Texts</p> <ul style="list-style-type: none"> Recognize significant passages and connect them to other parts of the text Support thinking and writing with small moments, small details, and small objects from the text Develop interpretations that continue to take shape and grow as they read on Recognize the importance of being open to new ideas and conversation with other readers, which can make their own interpretations more powerful Broaden interpretations by attending to perspectives of minor characters Draft and revise interpretations to make them stronger <p>Bend 3: The Intersection of Historical Fiction and History</p> <ul style="list-style-type: none"> Deepen sense of unfamiliar eras by studying images from the time period Learn facts and information from historical narratives Accurately utilize academic and domain-specific words Understand perspectives and be careful not to make assumptions and generalizations Compare and contrast points of view Understand the difference between first and third person narrations Look for similar themes across different books Utilize audio or visual displays to support the development 	<p><u><i>Navigating Nonfiction in Expository Texts Volume 1</i></u> from the series <u><i>Units of Study for Teaching Reading, Grades 3-5</i></u> by Lucy Calkins Published by Heinemann</p> <p><u><i>What Really Matters for Struggling Readers</i></u> by Richard Allington</p> <p>Assessment: Teachers College Running Record Assessment for any student not on benchmark in October. Fountas and Pinnell 1st Interval Expectations: Below Expectations: Level O or below Approaching Expectations: Level P Meets Expectations: Level Q Exceeds Expectations: Level R</p> <p>Reading Rate: 105-140 wpm is at benchmark for 4th grade at this time of year</p> <p>Reader's Notebook Responses Student/teacher conferences Student discussions Learning Progressions Rubrics Teacher observation</p>
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<p>(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>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>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.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p> <p>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).</p>	<p>of ideas or theories about a text</p> <p>Spelling/Word Study/Phonics/Vocabulary:</p> <p>Letter-Sound Relationships:</p> <ul style="list-style-type: none"> Recognize and use vowel sounds in closed syllables (CVC: <i>lem-on</i>) Recognize and use vowel sounds in closed syllables (CVC: <i>cab-in</i>) <p>Spelling Patterns:</p> <ul style="list-style-type: none"> Notice and use frequently appearing short vowel patterns that appear in multi-syllable words (other than most frequent) (<i>-a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -um, -us, -ut, -uz</i>) <p>High Frequency Words: Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)</p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> Domain specific words <p>Word Structure:</p> <ul style="list-style-type: none"> Adverbs Suffixes <p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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Readers Workshop
Unit 3: Reading the Weather: Reading the World
(January/February)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good readers use text structures to tackle increasingly difficult nonfiction texts.</p> <p>Research partnerships can help readers gain an understanding of how to research a given topic.</p> <p>Good researchers look for patterns and relationships within and between topics.</p> <p>Goals: 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.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <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.</p> <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.</p>	<p>Teaching Points: Bend 1: Learning from Texts</p> <ul style="list-style-type: none"> • Read and learn nonfiction with intensity • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Make connections to your text/preview text features • Interpret information presented visually, orally, or quantitatively and determine its importance • Notice text structures and overall structures (chronology, comparison, cause/effect, problem/solution) and determine their importance • Strategies for tackling the hard parts of text • Figuring out the meaning of unknown words • Summarize using key details and main ideas • Identify reasons and evidence to support particular points in a text • Explain events, procedures, ideas, or concepts based on the text <p>Bend 2: Launching a Whole Class Research project</p> <ul style="list-style-type: none"> • In research teams, organize and plan research • Read a variety of texts to synthesize information • Write your own ideas about information that has been gathered 	<p>Mentor Texts (Instructional Read Aloud): <u><i>Cactus Hotel</i></u> by Brenda Guiberson <u><i>Everything Weather</i></u> by Kathy Furgang <u><i>Extreme Weather</i></u> by Ann o. Squire <u><i>Tsunamis</i></u> by Chana Stiefel <u><i>Hurricanes Have Eyes But Can't See</i></u> by Melvin and Gilda Berger <u><i>Extraordinary Wild Weather</i></u> by Scholastic Youtube video clip: "Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx.</p> <p>Various excerpts from Nonfiction Notice and Note Appendix B pages 259-272.</p> <p>Magazines and Websites Often Used Appendix C of Notice and Note page 274-275</p> <p>Nonfiction Books/Picture Books Appendix C page 276-278 of Nonfiction Notice and Note</p> <p>Teacher Resources: <u><i>Reading Nonfiction: Notice and Note</i></u> by Kylene Beers and Robert E. Probst <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Reading the Weather: Reading the World</i></u> from the series <u><i>Units of Study for Teaching Reading, Grades 3-5</i></u> by Lucy Calkins Published by Heinemann http://readingandwritingproject.com</p> <p>Assessment: Reader's Notebook Responses</p>

<p>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.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.4. Determine or clarify the meaning of unknown and</p>	<ul style="list-style-type: none"> • Read texts closely to tackle the hard parts • Present information gathered on research topic <p>Bend 3: Tackling a Second Research Project</p> <ul style="list-style-type: none"> • Research a second topic, organize, and plan • Read closely to look for patterns and relationships between topics (compare and contrast) • Compare and contrast first and secondhand accounts <p>Notice and Note Signposts:</p> <ul style="list-style-type: none"> • Students are encouraged to notice and note five universal nonfiction signposts that are embedded across most nonfiction texts. • Students will be taught how to recognize and understand the significance of the following signposts: <ul style="list-style-type: none"> ◦ Contrasts and Contradictions ◦ Extreme or Absolute Language ◦ Numbers and Stats ◦ Quoted Words ◦ Word Gaps <p><u>Spelling/Word Study/Phonics/Vocabulary:</u></p> <ul style="list-style-type: none"> ◦ Letter-Sound Relationships: Understand that some consonant sounds can be represented by several different letters or letter clusters (final <i>-k</i> by <i>-c, -que, -ke, -k, -ck</i>, final <i>f</i> by <i>ff, gh</i>) ◦ Recognize and use vowel sounds in open syllables (CV: <i>ho-tel</i>) <p><u>Spelling Patterns:</u></p> <ul style="list-style-type: none"> ◦ Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, VVC, VVCC, VCe, VCCC, 	<p>Student/teacher conferences Student discussions Learning Progressions Rubrics Teacher observation</p>
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<p>multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>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).</p>	<p>VVCCC; vowels plus r; and -oy and -ow)</p> <p>High Frequency Words: Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)</p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> Strategies for comprehending Domain specific words <p>Word Structure:</p> <ul style="list-style-type: none"> Greek and Latin roots <p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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Readers Workshop Unit 4:
Social Issues Book Clubs:
Applying Analytical Lenses Across Literature and Informational Texts
March/April

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <p>Social issues are a unique problem that apply to many people.</p> <p>Characters encounter social issues that shape their choices and actions.</p>	<p>Teaching Points:</p> <p>Bend 1: Reading Between the Lines to Interpret Issues in Texts</p> <ul style="list-style-type: none"> Reading for social issues will help students better understand and empathize 	<p>Mentor Texts (Instructional Read Aloud)</p> <p><u>Wonder</u> by R.J. Palacio</p> <p><u>The Other Side</u> by Jacqueline Woodson</p> <p><u>Fly Away Home</u> by Eve Bunting</p> <p><u>The Marble Champ</u> by Gary Soto</p>

<p>Justice and injustice in text have significance to everyday life.</p> <p>Goals: 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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry</p>	<p>with characters in books, movies, and the world</p> <ul style="list-style-type: none"> Any one book has multiple issues and ideas to be considered Students read with various lenses to determine theme Determine the meaning of unknown words or phrases, especially those that connect to key characters Pay attention to scenes that elicit strong reactions Notice when characters struggle Consider how different authors address the same or similar issues in different books Consider the different perspectives of the various characters in a book Compare and contrast the point of view first- and third-person narrations Pay attention to crucial scenes Critical readers look outside their fiction reading to nonfiction resources to deepen understanding of social issues <p>Bend 2: Analyze the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events</p> <ul style="list-style-type: none"> Recognize that issues hide in texts and readers need to ask tough questions Readers ask questions to follow up on or clarify information Consider that characters are members of many groups and use this information to consider various perspectives 	<p><u>Don't Laugh At Me</u> by Steve Seski</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Social Issues Book Clubs</i></u> from the <u><i>Units of Study for Teaching Reading, Grade 4</i></u> by Lucy Calkins, If...Then...Curriculum Published by Heinemann <u><i>What Really Matters for Struggling Readers</i></u> by Richard Allington</p> <p>Assessment: Fountas and Pinnell Beginning of the Year Assessment Expectations:</p> <ul style="list-style-type: none"> Below Expectations: Level P or below Approaching Expectations: Level Q Meets Expectations: Level R Exceeds Expectations: Level S <p>Reading Rate: 105-145 wpm is benchmark for 4th grade at this time of year.</p> <p>Reader's Notebook Responses Student/teacher conferences Student discussions Learning Progressions Rubrics Teacher observation</p>
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<p>orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> • Examine social issues in fiction to examine the social issues in their own lives • Read multiple sources of nonfiction to deepen your understanding of a topic • Texts and book club conversations influence thinking and lead readers to new insights • Good book club conversations include building on the ideas of our peers • Readers analyze the craft and structure of text to understand deeper meaning of life • Pay attention to and explain the meaning of tone, word choice, and metaphor <p>Bend 3: Bringing Our Reading Lenses to the World-And Making Our Thinking More Complex</p> <ul style="list-style-type: none"> • Readers write to stretch their thinking • Readers write responses to book club conversations • Readers express their own ideas and build on the ideas of others • Readers continually build on what they already know and use strategies to develop a stronger understanding of social issues • During book club conversations speakers identify reasons and evidence supporting their points. At times, this requires paraphrasing text and an organized delivery <p><u>Spelling/Word Study/Phonics/Vocabulary:</u></p>	
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<p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>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).</p>	<ul style="list-style-type: none"> o Letter Sound Relationships: Recognize and use vowel sounds in closed syllables (CVC: <i>lem-on</i>) o Recognize and use vowel sounds in closed syllables (CVC: <i>cab-in</i>) <p>Spelling Patterns:</p> <ul style="list-style-type: none"> o Notice and use frequently appearing short vowel patterns that appear in multi-syllable words (other than most frequent) (-a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -um, -us, -ut, -uz) <p>High Frequency Words: Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)</p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> o Domain specific words o Nuances in word meanings <p>Word Structure:</p> <ul style="list-style-type: none"> o Suffixes o Root words <p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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**Readers Workshop Unit 5:
Little Things Are Big:
Making Meaning from Poems and Poetic Craft in Literature
May**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good readers look at poems deeply to create meaning and images.</p> <p>Images and themes from poetry connect to other texts.</p> <p>Goals: 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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.10. 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>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Teaching Points: Bend 1: Discovering Poetry in Poems and Prose</p> <ul style="list-style-type: none"> Immerse students in poems of all kinds, allowing exploration of the breath of the genre Create an understanding that poems come in many shapes and sizes Prompt students to notice types of poems and structure of poems (couplets and stanzas) Enhance knowledge of structure by teaching mood, with attention to word choice and sound Invite students to make connection to the readings Introduce poetry’s playful, inventive, or archaic use of language Include word solving in poetry instruction <p>Bend 2: Reading for Deeper Comprehension</p> <ul style="list-style-type: none"> Consider how read alouds will unfold across the bend Highlight figurative language, use of objects, setting, symbolism, rhyme, and alliteration Choose flexibly from a range of strategies to clarify the meanings of unfamiliar words or phrases Pay attention to a poem’s meaning by pointing out breaks and fractured lines in that parts of the poem make a whole Encourage readers to connect parts of poems and consider how they fit together 	<p>Mentor Texts (Instructional Read Aloud):</p> <ul style="list-style-type: none"> Create packets, poems, and text sets. 8-12 poems for each group. Poets to consider: <ul style="list-style-type: none"> Ogden Nash Shel Silverstein Kenn Nesbitt Jack Prelutsky Langston Hughes Robert Frost Naomi Shihab William Wordsworth Walt Whitman Roald Dahl Sharon Creech The Hippopotamus by Ogden Nash Dust of Snow by Robert Frost The Traveling Onion by Naomi Shihab Valentine for Ernest Mann by Naomi Shihab All the Places to Love by Patricia MacLachlan The Other Side by Jacqueline Woodson Paddle to the Sea by Holling C. Holling Jabberwocky by Lewis Carrol Eletelephony by Laura Richards Tiger Rising by Kate DiCamillo <p>Teacher Resources:</p>

<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic</p>	<ul style="list-style-type: none"> • Teach readers to create mental movies and images about poems • Encourage readers to think in bigger ways about a poem's meaning and connecting it to everyday life • Encourage students to look out for new points of view or new ideas about familiar issues • Teach students that the same questions they ask of poems should apply to the same questions they ask of their independent reading books • Focus on the ending of a poem to understand the big message or meaning <p>Bend 3: Looking at Life and Literature Through the Lens of Poetry</p> <ul style="list-style-type: none"> • Carry messages of poems into thinking about independent text • Create connections between themes in poems to themes in texts • Readers of poetry pay attention to the world around them to be reflective • Think across poems and text and compare and contrast • Realize poetry can become a lens through which they live their lives • Poetry influences the way we live and contains valuable life messages <p><u>Spelling/Word Study/Phonics/Vocabulary:</u></p> <p>Letter-Sound Relationships:</p> <ul style="list-style-type: none"> ○ Recognize and use letters that represent no sound in words (<i>lamb, light</i>) ○ Understand that some consonant letters represent several different sounds and can be silent (<i>ch-: cheese, school, machine, choir, yacht</i>) <p>Spelling Patterns:</p> <ul style="list-style-type: none"> ○ Understand that some words have double consonants in the pattern 	<p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Little Things Are Big</i></u> from the <u><i>Units of Study for Teaching Reading, Grade 4</i></u> by Lucy Calkins, If...Then...Curriculum Published by Heinemann</p> <p>Assessment:</p> <p>Reader's Notebook Responses</p> <p>Student/teacher conferences</p> <p>Student discussions</p> <p>Learning Progressions</p> <p>Rubrics</p> <p>Teacher observation</p>
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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).	<p>(<i>coffee, address, success, accident, mattress, occasion</i>)</p> <p>High Frequency Words: Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)</p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> ○ Figurative Language ○ Portmanteau Words ○ Idioms <p>Word Structure:</p> <ul style="list-style-type: none"> ○ Greek and Latin roots 	
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**Readers Workshop Unit 6:
Author Study: Reading Like a Fan
June**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: An author will approach the same theme in similar and/or different across the texts they create.</p> <p>Good readers analyze the author's craft techniques in order to apply strategies to their own writing.</p> <p>Goals: 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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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)</p>	<p>Teaching Points:</p> <p>Bend 1: When Readers Read More Than One Book By the Same Author They Come to Know That Author</p> <ul style="list-style-type: none"> • read a variety of book by the same author and pay attention to setting, characters, and theme • Compare and contrast characters from more than one book • Notice setting and plot structure to determine what the book is really about <p>Bend 2: Reading Many Books by a Beloved Author Means Apprenticing Oneself to That Author's Craft</p> <ul style="list-style-type: none"> • In book clubs, students look for patterns across the author's books • Write like a fan by using the author's style to draft own work similar to it <p>Bend 3: Becoming an Author Expert</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Creativity</i> by John Steptoe & E.B. Lewis <i>My Best Friend</i> by Mary Ann Rodman <i>Courage</i> by Benard Waber <i>Freedom on the Menu: The Greensboro Sit-Ins</i> by Carole Boston Weatherford <i>Fly Away Home</i> by Eve Bunting <i>Uncle Willie and the Soup Kitchen</i> by Dyanne Disalvo-Ryan <i>One Green Apple</i> by Eve Bunting <i>Change the World for Ten Bucks: Small actions lots of people=big change</i> by Chronicle Books <i>101 Ways You Can Save the Planet Before You're 12</i> by Joanne O'Sullivan</p> <p>Teacher Resources: <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Author Study</i> from the <i>Units of Study for Teaching Reading, Grade 4</i> by Lucy Calkins, If...Then...Curriculum Published by Heinemann</p>

<p>RL.4.10. 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>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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</p>	<ul style="list-style-type: none"> Note the issues and themes that repeat through the author's work Compare and contrast authors themes, craft, plots, settings, and characters <p>Bend 4: Readers Explore the Deeper Connections That and Author Inspires in Them</p> <ul style="list-style-type: none"> Reflect and relate to authors' writing <p>Spelling/Word Study/Phonics/Vocabulary:</p> <p>Letter-Sound Relationships:</p> <ul style="list-style-type: none"> Recognize and use letters that represent no sound in words (<i>lamb, light</i>) Understand that some consonant letters represent several different sounds and can be silent (<i>ch-: cheese, school, machine, choir, yacht</i>) <p>Spelling Patterns:</p> <ul style="list-style-type: none"> Notice and use frequently appearing syllable patterns in multi-syllable words (<i>-en, -ago, -ar, -at, -it, -in, -is, -un, -be, -re, -or, -a, -y, -ey, -ble, -l, -ur, -um, -ic(k), -et, -im</i>) <p>High Frequency Words: Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)</p> <p>Word Meaning and Vocabulary:</p> <ul style="list-style-type: none"> Figurative Language Adages Proverbs <p>Word Structure:</p> <ul style="list-style-type: none"> Prefixes 	<p><i>The Art of Teaching Reading</i>, the chapter "Reading for Justice and Power: A Social Issues Book Club Unit" by Mary Coakley</p> <p>Assessment:</p> <p>Fountas and Pinnell End of Year Assessment for all students.</p> <p>Below Expectations: Level Q or below</p> <p>Approaching Expectations: Level R</p> <p>Meets Expectations: Level S/T</p> <p>Exceeds Expectations: Level U</p> <p>Reading Rate: 110-145 wpm</p> <p>Reader's Notebook Responses</p> <p>Student/teacher conferences</p> <p>Student discussions</p> <p>Learning Progressions</p> <p>Rubrics</p> <p>Teacher observation</p>
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<p>of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p> <p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the</p>		
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<p>meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		
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4th GRADE WRITING
Writers Workshop Unit 1~
The Arc of Story Writing Realistic Fiction
Unit 1
September/October
8 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Writers see ideas for fiction stories everywhere.</p> <p>Narrative stories start from ordinary moments and are polished through the revision process.</p> <p>Goals: W.4.3. 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>Teaching Points:</p> <p>Bend 1: Creating and Developing Stories and Characters that Feel Real</p> <ul style="list-style-type: none"> Imagining stories from ordinary moments Imagining stories we wish existed in the world Giving characters struggles and motivations Plotting a story with a story arc <p>Bend 2: Drafting and Revising with an Eye toward Believability</p> <ul style="list-style-type: none"> Show, don't tell: Planning and writing scenes Feeling and drafting the heart of your story 	<p>Mentor Texts (Instructional Read Aloud): <i>Pippsy Goes on Board</i> by Astrid Lindgren <i>Poppy</i> by Avi <i>Sarah, Plain and Tall</i> by Patricia MacLachlan <i>Charlotte's Web</i> by E.B. White <i>Every Living Thing</i> by Cynthia Rylant <i>The Paperboy</i> by Dav Pilkey <i>Stellaluna</i> by Janell Canon <i>Verdi</i> by Janell Canon <i>Fireflies</i> by Julie Brinckloe <i>Pecan Pie Baby</i> by Jacqueline Woodson</p> <p>Teacher Resources: http://readingandwritingproject.com/</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>W.4.4. 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>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> • Studying published texts to write leads • Orienting readers with setting • Writing powerful endings <p>Bend 3: Preparing for Publication with an Audience in Mind</p> <ul style="list-style-type: none"> • Revision: Rereading with a lens • Using transition to manage a sequence of events • Making space for writing • Using mentor texts to flesh out characters • Editing with various lenses <p>Bend 4: Embarking on Independent Fiction Projects</p> <ul style="list-style-type: none"> • Launching independent projects • Planning and drafting stories with agency • Mining the connections between reading and writing fiction • Focusing on the reader's gaze • Choosing punctuation for effect <p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using punctuation to make sentences easier to understand, as well as to affect how their readers engage with the text • Use commas to set off introductory parts of sentences • Ellipses to build tension • Dashes to chop a sentence up • Using quotation marks for dialogue • Fixing run-on sentences by separating a sentence with more than one subject and predicate into two parts with a conjunction (<i>and, or, but</i>) linking the two different parts <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p>	<p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Units of Study for Narrative, Opinion, and Information Writing Crafting True Stories</i> Unit 1 The Arc of Story: Writing Realistic Fiction By Lucy Calkins and M. Colleen Cruz Grade 4 Published by Heinemann</p> <p>http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Assessment: Narrative Essay scored with Teachers College Rubric (Scores recorded in Genesis) Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions</p>
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<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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Writer's Workshop Unit 2 ~
Informational Writing: Writing about Topics of Personal Expertise
January/February
2-3 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <p>A key component of informational writing is structure.</p> <p>Good writers harness what they know about narrative, opinion, and procedural</p>	<p>Teaching Points:</p> <p>Bend 1: Structure Information Writing</p> <ul style="list-style-type: none"> Decide on a topic of personal interest 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><u><i>Liberty! How the Revolutionary War Began</i></u> by Lucille Recht Penner</p>

<p>writing and apply it to their informational pieces.</p> <p>Goals: 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.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>	<ul style="list-style-type: none"> • Study mentor texts, try out a variety of tables of contents, and plan out the content of each chapter. • Rehearse the topic while focusing on being organized and using an expert tone • Learn different organizational structures and decide which best works for their writing • Provide a conclusion linked to the information presented <p>Bend 2: Make Big, Strong Revisions</p> <ul style="list-style-type: none"> • Revise drafts by deciding how to divide and subdivide topics • Identify gaps in the content provided and write new chapters to address them • Elaborate and play with craft and tone during the revision process • Study mentor texts for revision ideas • Use domain specific language • Use technology to enhance the text <p>Bend 3: Write a Feature Article</p> <ul style="list-style-type: none"> • Informational writing requires organized research • Good writers apply multiple strategies to recall relevant information from a variety of texts • Feature articles are a smaller text and include the features of subsections and paragraphs • Using tools to increase independence <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Use quotation marks in writing to mark quotations from a text • Use commas in the three most common places; informational writing: between the day and year in a date, between a city and a state in a location, and to separate items in a list • Use commas to act like a spotlight saying, 'Hey! This information is important!' 	<p><u><i>The Eve of the Revolution</i></u> by Barbara Burt <u><i>What's the Big Idea, Ben Franklin?</i></u> By Jean Fritz <u><i>Can't You Make Them Behave, King George</i></u> by Jean Fritz <u><i>The Revolutionary War</i></u> by Josh Gregory <u><i>Disasters The Biggest Disasters in History from Salt in the Indus Valley to Hurricane Sandy</i></u> by K. Connolly-Level <u><i>My Dog is a Hero</i></u> Published by Scholastic</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Units of Study for Narrative, Opinion, and Information Writing, Information Writing</i></u> By Lucy Calkins, If...Then...Curriculum published by Heinemann <u><i>The Revolutionary War Bringing History to Life</i></u> published by Scholastic. (Included with the Units of Study Heinemann Writing)</p> <p>Assessment: Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions</p>
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<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <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.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>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.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p>	<p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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<p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>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).</p>		
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**Writer's Workshop Unit 2a ~
Bringing History to Life
November/December
6 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good readers have an understanding of informational books and apply this knowledge while planning an independent writing project.</p> <p>Informational texts are often conglomerates.</p> <p>Good informational writers carefully choose the structure of their text and ensure it well supports their topic.</p> <p>Goals: 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.</p>	<p>Teaching Points: Bend 1: Informational Books: Making a Conglomerate of Forms</p> <ul style="list-style-type: none"> • Review mentor texts relating to a specific historical topic • Identify the elements of an informational book • Highlight fact based text as well as narratives and persuasive pieces found in a given text • Plan and structure an informational piece of writing and use this structure to organize research and note-taking • Understand the importance of including details that help readers picture what happened years ago • Identify the most important elements in a story: character, setting and conflict, and connect these elements to a historical topic 	<p>Mentor Texts: Toolkit Text published by Heinemann, <u><i>Short Nonfiction American History: The American Revolution and Constitution</i></u></p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Units of Study for Narrative, Opinion, and Information Writing, Bringing History to Life, Unit 3, Grade 4</i></u> By Lucy Calkins, published by Heinemann</p> <p>Assessments: Informational Writing Benchmark from Writing Progressions, Scores inputted in Genesis Student/teacher conferences</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>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <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.</p>	<ul style="list-style-type: none"> Identify the elements of an essay: structure, the thesis and supports and understand that it's necessary to research to find facts to develop and support their idea <p>Bend 2: Writing with Greater Independence</p> <ul style="list-style-type: none"> Develop a research plan for a document which will include an informational, narrative and essay piece Take notes on a specific historical event and use these notes while drafting an informational piece Develop a logistical structure in an informational text using introductions and transitions Use text features to highlight important information in an informational text Include quotations to accentuate a central idea in a writing piece <p>Bend 3: Building ideas in Informational Writing</p> <ul style="list-style-type: none"> Informational writing gives way to idea writing Digging Deeper: Interpreting the life lessons that history teaches Using confusions to guide research Questions without a ready answer Apply the editing and revision process <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> Relative adverbs Progressive verb tenses Form and use prepositional phrases <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p>	<p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Writing Notebooks</p> <p>Student Performance Checklists for Writing</p> <p>Standards Based Writing Rubrics</p> <p>Learning Progressions</p>
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<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>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.</p> <p>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.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization.</p>	<p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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<p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
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**Writers Workshop Unit 3~
Personal and Persuasive Essays
January/February
8 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: To write a whole essay, good writers gather ideas, studying mentor texts, and developing thesis statements.</p> <p>Good writers explain and organize their evidence to support the reasons for their opinion.</p> <p>Evidence, reason, and a well developed thesis turns a personal opinion into a persuasive opinion.</p> <p>Goals: W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Teaching Points:</p> <p>Bend 1: Writing to Learn</p> <ul style="list-style-type: none"> • Essay structure boot camp • Collecting ideas as essayists • Writing to learn • Using elaboration prompts to grow ideas • Mining our writing • Boxes and bullets: Framing essays <p>Bend 2: Raising the Level of Essay Writing</p> <ul style="list-style-type: none"> • Composing and sorting mini stories • Creating parallelism in lists • Organizing for drafting • Building a cohesive draft • Becoming our own job captains 	<p>Mentor Texts (Instructional Read Aloud): <i>No Uniforms!</i> <i>My Father is My Most Important Teacher</i> Sample student essays</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning</i></u> <u><i>Grades PreK-8 A Guide to</i></u> Teaching written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> <u><i>Boxes and Bullets, Unit 2, Grade 4</i></u> By Lucy Calkins, published by Heinemann</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>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>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.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Writing introductions and conclusions • Revising our work with goals in mind <p>Bend 3: Personal to Persuasive</p> <ul style="list-style-type: none"> • Moving from personal to persuasive • Persuasive inquiry into essay • Broader evidence • Collecting evidence, reason, and thesis • Getting ready to put our opinions into the world • Sharing our opinions loudly and proudly <p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using commas to write complex sentences • Use modal auxiliaries (e.g., can, may, must) to convey various conditions <p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Assessment:</p> <p>Opinion Writing Benchmark scored with Teachers College Rubric</p> <p>See page viii in <i>Boxes and Bullets</i></p> <p>Teachers College Units of Study for teaching persuasive and personal essays or <i>Writing Pathways</i>. Assess student writing at the end of the unit. Use the rubric for Opinion Writing Fourth Grade (available on the Grade 4 CD-ROM from Units of Study) to provide a score for each student's writing on a scale of 0-4. Record scores on Genesis.</p> <p>Student/teacher conferences</p> <p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Writing Notebooks</p> <p>Student Performance Checklists for Writing</p> <p>Standards Based Writing Rubrics</p> <p>Learning Progressions</p>
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<p>C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>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).</p>		
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**Writer's Workshop Unit 4 ~
The Literary Essay: Writing About Fiction
March/April
8 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good writers generate ideas about a text and cite evidence to prove a thesis.</p> <p>Good writers compare and contrast texts by looking at similar themes across texts and elaborating on those ideas.</p> <p>Goals: W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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</p>	<p>Teaching Points: Bend 1: Writing about Reading: Literary Essays</p> <ul style="list-style-type: none"> • Close reading to generate ideas about a text • Gathering writing by studying characters • Elaborating on written ideas using prompts • Using stories as evidence • Citing textual evidence • Using lists as evidence • Putting it all together: Constructing Literary Essays <p>Bend 2: Raising the Quality of Literary Essays</p> <ul style="list-style-type: none"> • Writing to discover what a story is really about • Adding complexity to our ideas • Flash-drafting literary essays • Beginnings and endings • Using descriptions of an author's craft as evidence • Editing <p>Bend 3: Writing Compare-and-Contrast Essays</p> <ul style="list-style-type: none"> • Building the muscles to compare and contrast • Comparing and contrasting familiar texts • Using yesterday's learning, today and always • Developing distinct lines of thought • Exploring commas <p>Punctuation and Grammar:</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Fox</i> by Margaret Wise Brown <i>"Marble Champ"</i> by Gary Soto <i>"Eleven"</i> by Sandra Cisneros <i>Fireflies</i> by Julie Brinkloe <i>The Other Side</i> by Jacqueline Woodson <i>"Gloria Who Might Be My Best Friend"</i> and other stories from <i>The Stories Julian Tells</i> by Ann Cameron <i>Spaghetti</i> by Cynthia Rylant <i>Journey</i> by Patricia MacLachlan</p> <p>Teacher Resources: <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Units of Study for Narrative, Opinion, and Information Writing Crafting True Stories</i> Unit 4 Opinion Writing <i>The Literary Essay: Writing About Fiction</i> By Lucy Calkins and Kathleen Tolan and Alexandra Marron Grade 4 Published by Heinemann</p> <p>Assessment: Opinion Writing Benchmark Scored with Teachers College Argument Rubric See page viii in <i>The Literary Essay: Writing About Fiction</i> for assessment prompt or <i>Writing Pathways</i> Student/teacher conferences Writing samples and student writing</p>

<p>to type a minimum of one page in a single sitting.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect.</p>	<ul style="list-style-type: none"> • Order adjectives within sentences according to conventional patterns • Pronouns <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions</p>
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C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
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Writer's Workshop Unit 5 ~
Poetry Anthology: Writing, Thinking, and Seeing More
May
4 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Poetry offers the opportunity to write more, think more deeply, and explore various points of view.</p> <p>Good writers use their response to the topics and themes that surround them to write poetry.</p> <p>Goals: W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. 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.</p> <p>W.4.4. 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>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to</p>	<p>Teaching Points: Bend 1: Create a class anthology</p> <ul style="list-style-type: none"> Writers will read and write poem using different perspectives on a common theme Use mentor texts to analyze themes and perspectives Understand the structure of poetry such as line breaks, stanzas, punctuation in order to read the poem with intended effect Observe how poets use dialogue, internal thinking, descriptive details, and other crafts of writing to form a poem <p>Bend 2: Generate ideas for individual anthologies and collect poems</p> <ul style="list-style-type: none"> Writers will generate their own ideas and gather poems that they can relate to Use notebooks to gather ideas and free write about them, including emotions and feelings about theme Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking Add details and descriptive thinking to show what feeling in writing <p>Bend 3: Drafting and Revising</p>	<p>Mentor Texts: <i><u>This Is Just to Say; Poems of Apology and Forgiveness</u></i> by Joyce Kilmer <i><u>This Place I Know; Poems of Comfort</u></i> edited by Georgia Heard <i><u>Extra Inning; Baseball Poems</u></i> by Lee Bennett Hopkins <i><u>If You're Not Here, Please Raise Your Hands; Poems about school</u></i> by Kalli Dakos <i><u>Fine Feather Friends</u></i> by Jane Yolen <i><u>Roots and Blues; A Celebration</u></i> by Arnold Adoff <i><u>Gathering the Sun</u></i> by Alma Flor Ada <i><u>Laughing Tomatoes and Other Spring Poems</u></i> by Francisco X. Alarcon</p> <p>Resources: <i><u>Units of Study for Narrative, Opinion, and Information Writing If... Then... Poetry Anthology</u></i> pg.57 By Lucy Calkins Grade 4 Published by Heinemann <i><u>Writing Tools: 50 Essential Strategies for Every Writer</u></i> by Roy Peter Clark <i><u>The Craft of Revision</u></i> by Don Murray <i><u>A Writer Teaches Writing</u></i> by Don Murray</p> <p>Assessments: Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks</p>

<p>interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>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).</p>	<ul style="list-style-type: none"> • Use ideas and notebook entries to draft poems using proper poetry elements (rhythm, structure, imagery, figurative language) • Revise for sound, tone, word choice, and endings for a powerful poem <p>Bend 4: Edit Poems</p> <ul style="list-style-type: none"> • Read and edit purposefully with regard to grammar, spelling, punctuation, and flow of their poem • Assemble poetry anthologies by making choices regarding what to publish and include in the collection • Celebrate poetry anthologies <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Correctly use frequently confused words (e.g., to, too, two; there, their) 	<p>Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions</p>
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Writers Workshop Unit 6 ~
Celebrating My Success as a Writer! Reflecting on Myself as a Writer
June
2 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good writers use the revision process to focus on the important qualities of a specific genre and analyze the piece with a critical lens.</p> <p>Excelling at the craft of writing requires constant practice and meaningful revisions.</p> <p>Goals: W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.</p> <p>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</p>	<p>Teaching Points: Bend 1: Rallying Students to Revise and Building Up a Basic Revision Toolkit (About one week)</p> <ul style="list-style-type: none"> Review best pieces of work from what has been done across the entire year--- probably choosing previously published texts (and some entries) that feel worthy of revision Trimming down writing to the clearest and strongest words, adding details or examples where elaboration is necessary, and writing with a sense of audience <p>Bend 2: Deep Revising within a Community of Writers (About 3 days)</p> <ul style="list-style-type: none"> Revise one piece of writing from the collection of work folder from throughout the year Consider the questions “<i>What is the big thing I am trying to say?</i>” “<i>What message do I hope readers will take away from this?</i>” to revise in bigger, more meaningful ways. Develop core meaning in pieces by discarding chunks of text that take away from it and creating new text that adds to it. <p>Bend 3: Revising Narrative (About a week)</p> <ul style="list-style-type: none"> Revise one piece of narrative writing that was produced earlier in the year, with an emphasis on the qualities of good narrative writing that has been learned 	<p>Mentor Texts: Mentor texts from across the year</p> <p>Resources: <u><i>Units of Study for Narrative, Opinion, and Information Writing If... Then... Revision</i></u> pg. 40- 56 By Lucy Calkins Grade 4 Published by Heinemann <u><i>Writing Tools: 50 Essential Strategies for Every Writer</i></u> by Roy Peter Clark <u><i>The Craft of Revision</i></u> by Don Murray <u><i>A Writer Teaches Writing</i></u> by Don Murray</p> <p>Assessments: Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions</p>

<p>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>W.4.3. 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>W.4.4. 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>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • Focus on story arc, pacing, sequence, character development, setting, leads, and endings • Study mentor narrative texts to find inspiration for revising toward a specific effect • Examine work through a critical, revisionist lens <p>Or</p> <p>Revise Expository Writing (about two to three days)</p> <ul style="list-style-type: none"> • Specifically revise one piece of expository writing that they produced earlier in the year • Focus on structural clarity, paragraphing, sequencing, and following the thread of a unifying thesis statement (in the case of essays) or a heading/subheading (in the case of informational writing) • Revise with the attention to the use of transitions or linking phrases to connect thoughts within writing • Examine work through a critical, revisionist lens <p>Bend 4: Celebrating (About two days)</p> <ul style="list-style-type: none"> • Edit for final publication • Focus on revising spelling, mechanics, punctuation (proofreading on one's own—and perhaps a neighbor's work) • Reflect on the kind of writers one is and the kind of habits that need to be built to become more effective writers • Share before and after pieces to celebrate with an audience 	
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<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
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Bibliography

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Units of Study in Opinion, Information, and Narrative Writing, Grade 4 Written by Lucy Calkins with Colleagues from The Reading and Writing Project

Units of Study in Reading, Grade 4 Written by Lucy Calkins with Colleagues from The Reading and Writing Project

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann