

READINGTON PUBLIC SCHOOL DISTRICT
Fourth Grade English Language Arts Curriculum 2024

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I. Purpose and Overview

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

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

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

II. Goals

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

III. Assessment

Student learning will be assessed through

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

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

IV. Pacing Guide

| | Reading | Writing |
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| Unit 1 Sept./Oct. 6 weeks | <p>Up the Ladder Reading: Nonfiction (Independent Choice)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Choosing just-right nonfiction • Reading flexibly • Text features • Multiple main ideas • Inferencing • Narrative nonfiction | <p>Up the Ladder: Information</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Write information texts on topics of personal experience • Envision the larger topic of an information text as being comprised of smaller subtopics • Planning and revision strategies |
| Unit 2 Oct./Nov. 6 weeks | <p>Interpreting Characters: The Heart of the Story (Unit 1) (Independent Choice)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text; summarize the text. • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | <p>The Arc of the Story: Writing Realistic Fiction (Narrative) (Unit 1)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| Unit 3 Dec./Jan. 7 weeks | <p>Reading the Weather, Reading the World Nonfiction Reading (Unit 2) (Independent Choice Text Sets & Research Teams)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it | <p>Boxes and Bullets: Personal and Persuasive Essays (Opinion Writing) (Unit 2)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. |

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| | <p>appears.</p> <ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text. • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | <ul style="list-style-type: none"> • Provide reasons that are supported by facts from texts and/or other sources. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| Unit 4 Feb.-Mar. 8 weeks | <p>Social Issues Book Clubs: Applying Analytical Lenses Across Literature and Informational Texts (If... Then...Curriculum) (Book Clubs) Key Skills:</p> <ul style="list-style-type: none"> • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | <p>The Literary Essay: Writing About Fiction (Opinion Writing) (Unit 4) Key Skills:</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| Unit 5 April-May 7 weeks | <p>Historical Fiction Clubs (Unit 4) (Book Clubs) Key Skills:</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • Refer to details and examples in a text and make relevant connections when explaining what the text | <p>Informational Writing: Writing about Topics of Personal Expertise (If... Then... Curriculum) Key Skills:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |

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| | says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). |
| Unit 6 May/June 3 weeks | <p>Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then Curriculum) (Independent Choice)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. | <p>Poetry Anthology: Writing, Thinking, and Seeing More (If... Then... Curriculum)</p> <p>Key Skills:</p> <ol 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. Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking. |

4th GRADE READING Reading

Reading Unit 1: Up the Ladder Reading: Nonfiction

| Enduring Understandings |
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| The skills of monitoring for sense, reading with fluency, and the cycle of predicting, revising, and confirming are the foundation for nonfiction reading. |
| Goals |
| <p>L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ol style="list-style-type: none"> Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. Write affixed words that involve a sound or spelling change in the base word. Spell grade-appropriate words correctly, consulting references as needed. |

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

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

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

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

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

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

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

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

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

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

Teaching Points:

Bend 1: Building a nonfiction reading life

1. Reading to be fascinated
2. Readers notice details and ask questions
3. Choosing just-right nonfiction
4. Reading Flexibly
5. Taking action to clear up confusion
- 5a. Mid-workshop teaching: Reread to improve understanding
- 5b. CG: Using context clues to determine meaning
- 5c. CG: Use affixes and roots as clues to meaning
- 5d. CG: When text features and context clues aren't

Core Materials:

Units of Study for Reading
Up the Ladder Reading: Nonfiction, Grades by
 Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom
 Classroom Libraries
When Kids Can't Read: What Teachers Can Do by
 Kyleene Beers
The Continuum of Literacy Learning Grades PreK-8

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| <p>enough, consult reference materials</p> <p>6. Taking stock and setting goals</p> <p>Bend 2: Figuring out main ideas</p> <p>7. Introductions and text feature are clues to main ideas</p> <p>7a. Mid-workshop teaching: Preparing to share main idea thinking with a partner</p> <p>8. Repeated parts can be clues to main idea</p> <p>8a. Mid-workshop teaching: Places to pause briefly to think in nonfiction</p> <p>9. Multiple main ideas</p> <p>10. Rereading differently for different purposes</p> <p>11. Thinking in response to what you learn</p> <p>12. Writing about reading</p> <p>Bend 3: Reading narrative nonfiction</p> <p>13. Getting a grip on narrative nonfiction by first focusing on elements of story</p> <p>14. Reading nonfiction with filters</p> <p>15. Studying character in narrative nonfiction to make interpretations</p> <p>16. Envisioning narrative nonfiction texts in richer ways by including information</p> <p>17. Inferring to gain insights about subjects and information</p> <p>18. Preparing to present the mini-project: Is this formal or informal? Clues for knowing how to match your language to the situation</p> <p>18a. Nonfiction readers teach others what they've learned</p> <p>Word Study:</p> <ul style="list-style-type: none"> • VALE Units 1-3 • Compound Words • Synonyms and Antonyms (VALE Unit 3) • Syllables (VALE Unit 1) | <p><i>A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Conferring with Readers</i> by Jennifer Serravallo</p> <p><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller</p> <p><i>Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p><i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><i>Reading Strategies Book</i> by Jennifer Serravallo</p> <p><i>A Teacher's Guide to Mentor Texts</i> by Carl Anderson</p> <p><i>Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills</i> by Julia Lindsey</p> <p><i>The Megabook of Fluency</i> by Rasinski & Smith</p> <p><i>Micro Mentor Texts</i> by Penny Kittle</p> <p>Comprehension Connections: <i>Bridges to Strategic Reading</i> by Tammy McGregor</p> <p><i>The Artful Read-Aloud</i> by Rebecca Bellingham</p> <p><i>Teaching Interpretation Using Text-Based Evidence to Construct Meaning</i> by Cherry-Paul & Johansen</p> <p><i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo</p> <p><i>Teaching Reading in Small Groups</i> by Jennifer Serravallo</p> <p><i>Phonics & Word Study: Activities for intermediate grades</i> by Wiley Blevins</p> <p><i>Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom</i> by Burkins & Yates</p> <p><i>Teaching for Deeper Learning: Tools to engage students in meaning making</i> by McTighe & Silver</p> <p>VALE Units</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Mummies</i> by Elizabeth Carney</p> <p><i>Beastly Tales</i> by Malcolm Yorke</p> <p><i>Nubbs: The True Story of a Mutt, a Marine & a Miracle</i> by Major Brian Dennis</p> <p><i>Toilet: How it Works</i> by David Macaulay</p> <p>Teacher selected texts</p> <p>Technology:</p> <p>Google Classroom</p> <p>Document camera</p> <p>Google Docs</p> <p>Online texts</p> |
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| | Assessments: Formative: Reader's notebook responses Student/teacher conferences Student discussions Teacher observation Learning Progressions Summative: Rubrics Benchmark: Running Record Reading Rate 90-125 words per minute Alternative: Nonfiction oral presentation |
| Interdisciplinary Connections | |
| <p>Social Studies: 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. Activity: In small groups, compare and contrast themes across texts written by the same author or by different authors.</p> <p>Visual and Performing Arts: 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events. Activity: Discuss ways in which individuals may disagree about the effectiveness of artistic choices in the creation and performance of works of art and then apply this concept to the evaluation of written work by an author.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Reflect on reading experiences and set personal goals for reading next year. Discuss authors and what influences they have had on personal reading growth and how authors promote their books.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will research an author and his/her career path. Students will be able to present information to the class about the author and his/her career.</p> | |
| Computer Science & Design Thinking | |

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

Unit 2: Interpreting Characters: The Heart of the Story

| Enduring Understandings |
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| <p>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> |
| Goals |
| <p>L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.</p> <p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. |

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| <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 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.II.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.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> | |
| <p>Teaching Points:</p> <p>Bend 1: Establishing a Reading Life</p> <ol style="list-style-type: none"> 1. Read intensely to build a foundation to grow substantial ideas 2. Select just-right books 3. Skip 4. Retell and synthesize to build comprehension 5. Use envisionment strategies 6. Using partnerships and learning progressions to lift the level of your work <p>Bend 2: Thinking Deeply About Characters</p> <ol style="list-style-type: none"> 7. Read to develop defensible ideas about characters 8. Using the story arc to notice important details about characters 9. Growing grounded significant ideas by noticing author's craft: Find meaning in repeated details in the text (Notice and Note Signpost: Again and Again) 10. Improve character theories by using precise academic language 11. Recognize complexity of characters 12. Debate viewpoints, including evidence in book partnerships 13. Grounding evidence back in the text <p>Bend 3: Building Interpretations</p> <ol style="list-style-type: none"> 14. Study story elements to grow ideas about characters 15. Think across the whole book 16. Find patterns and make connections to push deeper thinking 16a. Notice and Note Signpost: Contrasts and Contradictions 17. A method for crystalizing central interpretations 18. Recognize recurring images, objects, and details to develop complex interpretations (Notice and Note Signpost: Again and Again) | <p>Core Materials:</p> <p>Units of Study for Reading</p> <p><i>Unit 2: Interpreting Characters: The Heart of the Story</i> published by Heinemann</p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p><i>When Kids Can't Read: What Teachers Can Do</i> by Kylee Beers</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>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Conferring with Readers</i> by Jennifer Serravallo</p> <p><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller</p> <p><i>Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p><i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><i>Reading Strategies Book</i> by Jennifer Serravallo</p> <p><i>A Teacher's Guide to Mentor Texts</i> by Carl Anderson</p> <p><i>Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills</i> by Julia Lindsey</p> <p><i>The Megabook of Fluency</i> by Rasinski & Smith</p> <p><i>Micro Mentor Texts</i> by Penny Kittle</p> <p>Comprehension Connections: <i>Bridges to Strategic Reading</i> by Tammy McGregor</p> <p><i>The Artful Read-Aloud</i> by Rebecca Bellingham</p> <p><i>Teaching Interpretation Using Text-Based Evidence to Construct Meaning</i> by Cherry-Paul & Johansen</p> |

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| <p>19. Notice and Note Signpost: Aha Moment 20. Notice and Note Signpost: Tough Questions 21. Notice and Note Signpost: Words of the Wiser 22. Notice and Note Signpost: Memory Moment</p> <p>Word Study:</p> <ol style="list-style-type: none"> 1. VALE Units 4-6 <ol style="list-style-type: none"> a. Plurals (VALE Unit 4) <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <ol style="list-style-type: none"> 1. Require students to show their work and use test-taking skills during everyday activities 2. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 3. Highlight test taking skills 4. Review test taking vocabulary | <p><i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo <i>Phonics & Word Study: Activities for intermediate grades</i> by Wiley Blevins <i>Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom</i> by Burkins & Yates <i>Teaching for Deeper Learning: Tools to engage students in meaning making</i> by McTighe & Silver <i>Disrupting Thinking</i> by Kylene Beers and Robert E. Probst <i>What Really Matters For Struggling Readers</i> by Richard Allington <i>The Book Whisperer</i> by Donalyn Miller VALE Units</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Tiger Rising</i> by Kate DiCamillo <i>Stone Fox</i> by John Reynolds Gardiner <i>Fly Away Home</i> by Eve Bunting (Tough Questions, Again and Again) <i>Ish</i> by Peter Reynolds (Aha Moment) <i>The Day the Crayons Quit</i> by Drew Daywalt (Memory Moment) <i>Mr. Lincoln's Way</i> by Patricia Polacco (Words of the Wiser) <i>Pog</i> by Lyn Lee (Contrasts and Contradictions) Teacher selected texts</p> <p>Technology: Google Classroom Document camera Google Docs Online texts</p> <p>Assessments: Formative: Reader's notebook responses Student/teacher conferences Student discussions Teacher observation</p> <p>Summative: Learning Progressions Rubrics Spelling tests</p> <p>Alternative:</p> |
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| | Students will present opposite points of view of a given situation in <i>Tiger Rising</i> |
| Interdisciplinary Connections | |
| Social Studies: 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. Activity: Complete a graphic organizer with evidence of different character perspectives in the novel. | |
| Visual and Performing Arts: 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. Activity: Discuss how a piece of visual or performing art (music, visual art, dance, etc.) represents the personal and social values found in the novel. | |
| Career Readiness, Life Literacies, and Key Skills | |
| Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: Discuss in small groups the environmental, social, and economic impacts of the character's decisions. | |
| 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Students will be able to reflect on the job that Rob's father has in <i>Tiger Rising</i> . Students will use what they know about this character and everything that has happened in his life to answer the following question, "Why do you think Rob's father works at the motel? Do you think he is happy working there? What evidence can you give from the text that would support your answer?" | |
| Computer Science & Design Thinking | |
| 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will use the Notetaker graphic organizer on www.ReadWriteThink.org to organize ideas about the main characters of <i>Tiger Rising</i> . | |

Reading
Unit 3: Reading the Weather: Reading the World

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| Enduring Understandings |
| <p>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> |
| Goals |

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

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

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

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

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

- C. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

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

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

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

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

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

Teaching Points:

Bend 1: Learning from Texts

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

Bend 2: Launching a Whole Class Research project

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

Bend 3: Tackling a Second Research Project

14. Research a second topic, organize, and plan

Core Materials:

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

Supporting Materials & Teacher Resources:

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

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| <ol style="list-style-type: none"> 15. Reading and thinking across two topics: look for patterns and relationships between topics comparing and contrasting 15a. Notice and Note Signpost: Contrasts and Contradictions 15b. Notice and Note Signpost: Quoted Words 15c. Compare and contrast multiple first and secondhand accounts of the same event, identifying point of view 16. Skip 17. Readers come to texts with their own agenda 18. Evaluating sources 18a. Mid-workshop teaching: Considering author's point of view when evaluating sources 19. Reading closely, thinking deeply: Motivation behind the author's purpose 20. Analyzing craft: Studying how nonfiction authors use facts, details, and explanations to develop their ideas or support their reasoning 21. Notice and Note Signpost: Extreme or Absolute Language 22. Notice and Note Signpost: Word Gaps <p>Word Study:</p> <ol style="list-style-type: none"> 1. VALE Units 7-9 2. VALE Review Unit 1 <ol style="list-style-type: none"> a. Adverbs b. Word Meaning: Nuances in word meanings (VALE Unit 7) <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <ol style="list-style-type: none"> 1. Require students to show their work and use test-taking skills during everyday activities 2. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 3. Highlight test taking skills 4. Review test taking vocabulary | <p><i>Phonics & Word Study: Activities for intermediate grades</i> by Wiley Blevins</p> <p><i>Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom</i> by Burkins & Yates</p> <p><i>Teaching for Deeper Learning: Tools to engage students in meaning making</i> by McTighe & Silver</p> <p><i>Disrupting Thinking</i> by Kyleen Beers and Robert E. Probst</p> <p><i>What Really Matters For Struggling Readers</i> by Richard Allington</p> <p><i>The Book Whisperer</i> by Donalyn Miller</p> <p>VALE Units</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Cactus Hotel</i> by Brenda Guiberson</p> <p><i>Everything Weather</i> by Kathy Furgang</p> <p><i>Extreme Weather</i> by Ann o. Squire</p> <p><i>Tsunamis</i> by Chana Stiefel</p> <p><i>Hurricanes Have Eyes But Can't See</i> by Melvin and Gilda Berger</p> <p><i>Extraordinary Wild Weather</i> by Scholastic</p> <p>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. Magazines and Websites Often Used Appendix C of Notice and Note page 274-275</p> <p>Teacher selected texts</p> <p>Technology:</p> <p>Google Classroom</p> <p>Document camera</p> <p>Google Docs</p> <p>Online texts</p> <p>Assessments:</p> <p>Formative:</p> <p>Student/teacher conferences</p> <p>Teacher observation</p> <p>Reader's notebook responses</p> <p>Student discussions</p> <p>Learning Progressions</p> <p>Summative:</p> <p>Rubrics</p> <p>Alternative:</p> <p>Weather presentation</p> |
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Interdisciplinary Connections

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

Math: RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.. Activity: Students will solve mathematical word problems. During this activity, students will have to use the vocabulary in the problems to determine what operation and unit to use.

Career Readiness, Life Literacies, and Key Skills

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

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

Computer Science & Design Thinking

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

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

Enduring Understandings

Social issues are a unique problem that applies to many people.
Characters encounter social issues that shape their choices and actions.

Justice and injustice in text have significance to everyday life.

Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Determine the meaning of words and phrases that allude to significant characters found in literature.

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

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

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

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

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

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

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

Teaching Points:

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

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

Core Materials:

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

Supporting Materials & Teacher Resources:

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

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| <p>19. Locate figurative language in texts and clarify meanings of simple similes and adages</p> <p>Bend 2: Analyze the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events</p> <p>20. Study past mentor texts: Consider how different authors address the same or similar issues in different books</p> <p>21. Compare and contrast one social issue across several different texts</p> <p>22. Recognize that issues hide in texts and readers need to ask tough questions</p> <p>23. Readers ask questions to follow up on or clarify information</p> <p>24. Examine social issues in fiction to examine the social issues in their own lives</p> <p>25. Continue nonfiction research: Return to nonfiction texts and learn more using multiple sources before finding connections between events of the time period and events in the fiction book.</p> <p>26. Readers analyze the craft and structure of text to understand the deeper meaning of life</p> <p>27. Pay attention to and explain the meaning of tone and word choice and how they impact the readers understanding of a social issue</p> <p>28. Pay attention to and explain the meaning of metaphors found in texts</p> <p>29. Good book club conversations include building on the ideas of our peers</p> <p>Bend 3: Bringing Our Reading Lenses to the World-And Making Our Thinking More Complex</p> <p>30. Readers write to stretch their thinking</p> <p>31. Readers write responses to book club conversations</p> <p>32. Readers express their own ideas and disagree in a respectful way</p> <p>33. During book club conversations speakers identify reasons and evidence supporting their points. At times, this requires paraphrasing text and an organized delivery</p> <p>34. Review jots about books from reader's notebook and selected the strongest idea for comparing and contrasting the same social issue across two books</p> <p>35. Draft a one paragraph readers' response comparing one social issue across two books</p> <p>Word Study:</p> | <p><i>classroom</i> by Burkins & Yates <i>Teaching for Deeper Learning: Tools to engage students in meaning making</i> by McTighe & Silver <i>Disrupting Thinking</i> by Kylene Beers and Robert E. Probst <i>What Really Matters For Struggling Readers</i> by Richard Allington <i>The Book Whisperer</i> by Donalyn Miller VALE Units</p> <p>Mentor Texts (Instructional Read Aloud) <i>Wonder</i> by R.J. Palacio <i>The Other Side</i> by Jacqueline Woodson <i>Fly Away Home</i> by Eve Bunting <i>The Marble Champ</i> by Gary Soto <i>Don't Laugh At Me</i> by Steve Seski <i>Crenshaw</i> by Katherine Applegate <i>The Higher Power of Lucky</i> by Susan Patron <i>Front Desk</i> by Kelly Lang <i>Fish in a Tree</i> by Lynda Hunt Teacher selected texts</p> <p>Technology: Google Classroom Document camera Google Docs Online texts</p> <p>Assessments: Formative: Reader's notebook responses Student/teacher conferences Student discussions Teacher observation Learning Progressions</p> <p>Summative: Rubrics</p> <p>Benchmark: Running Record</p> <p>Alternative: Precept project</p> |
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| <ol style="list-style-type: none"> 1. VALE Review Units 2-5 2. Homophones and Homographs <p>Integrate test prep into instruction:</p> <ol style="list-style-type: none"> 1. Incorporate standardized test formats into chapter and unit tests 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | |
| <p style="text-align: center;">Interdisciplinary Connections</p> | |
| <p>Social Studies: 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). Activity: In small groups, discuss how the social issues found in the novel have influenced new laws and policies over time at the local and national levels of the U.S. government.</p> <p>Visual and Performing Arts: 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). Activity: In small groups, students will discuss ways in which examples of dance, music, theatre, and visual arts are a reflection of societal values and beliefs in the novel.</p> | |
| <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Identify conflicts in the book and brainstorm possible plans the character(s) can use to solve them. Students will create a digital display showing their ideas.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income. Activity: In the book <i>Wonder</i>, students learn about how different people in a community interact during many different school and home activities. Students will be able to discuss with partners how each character handles a situation differently based on their character traits and their life role.</p> | |
| <p style="text-align: center;">Computer Science & Design Thinking</p> | |

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Activity: Students will discuss the part of the book *Wonder* where the characters are emailing, texting, and posting on social media. The discussion will include digital citizenship and how to use technology to communicate effectively and morally.

Reading Unit 5: Historical Fiction Clubs

| Enduring Understandings |
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| <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> |
| Goals |
| <p>L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.</p> <p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral</p> |

representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

Teaching Points:

Bend 1: Tackling Complex Texts

- 1. Pay attention to the beginning to analyze setting
- 2. Monitoring for sense
- 2a. CG: Tackling challenging words: Use context clues or reference materials then use a word map to list synonyms and antonyms to solidify understanding
- 2a. Mid-workshop teaching: Preparing for clubs by rereading and attending to the things that pay off
- 3. Track the ways in which characters timelines fit with historical timelines
- 4. Recognize that character's thoughts and decisions are shaped by their role in the time period
- 4a. Support discussions with textual evidence
- 4b. Paraphrase sections of information within a text during discussions
- 4c. Review norms and roles for book club discussions

Bend 2: Interpreting Complex Texts

- 5. Recognize significant passages and connect them to other parts of the text
- 6. Support thinking and writing with small moments, small details, and small objects from the text
- 6a. Mid-workshop teaching: Self-assessing your interpretation work: Are you doing your strongest thinking?
- 7. Determining themes
- 7a. Mid-workshop teaching: Readers enlarge their interpretations about texts

Core Materials:

Units of Study for Reading
Historical Fiction Book Clubs published by Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom
Classroom Libraries
When Kids Can't Read: What Teachers Can Do by Kylene Beers
The Continuum of Literacy Learning Grades PreK-8
A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
Daily Café by Gail Boushey and Joan Moser
Conferring with Readers by Jennifer Serravallo
Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller
Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske
Strategies That Work by Anne Goudvis and Stephanie Harvey
Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Mentor Texts by Carl Anderson
Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey

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| <ol style="list-style-type: none"> 8. Recognize the importance of being open to new ideas and conversation with other readers, which can make their own interpretations more powerful 9. Broaden interpretations by attending to perspectives of minor characters 9a. Mid-workshop teaching: Readers add to and revise their thinking using post-its to help track new thoughts 10. Draft and revise interpretations to make them stronger | <p><i>The Megabook of Fluency</i> by Rasinski & Smith <i>Micro Mentor Texts</i> by Penny Kittle Comprehension Connections: <i>Bridges to Strategic Reading</i> by Tammy McGregor <i>The Artful Read-Aloud</i> by Rebecca Bellingham <i>Teaching Interpretation Using Text-Based Evidence to Construct Meaning</i> by Cherry-Paul & Johansen <i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo <i>Phonics & Word Study: Activities for intermediate grades</i> by Wiley Blevins <i>Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom</i> by Burkins & Yates <i>Teaching for Deeper Learning: Tools to engage students in meaning making</i> by McTighe & Silver <i>Disrupting Thinking</i> by Kylene Beers and Robert E. Probst <i>What Really Matters For Struggling Readers</i> by Richard Allington <i>The Book Whisperer</i> by Donalyn Miller VALE Units</p> |
| <p>Bend 3: The Intersection of Historical Fiction and History</p> <ol style="list-style-type: none"> 11. Turning to primary sources to better understand history: Deepen sense of unfamiliar eras by studying images from the time period 11a. Mid-workshop teaching: Synthesizing image into stories 12. Add background information: Learn facts and information from historical narratives 12a. Mid-workshop teaching: Synthesizing across texts and units 13. Skip 14. Understand perspectives and be careful not to make assumptions and generalizations 15. Seeing power in its many forms 15a. Mid-workshop teaching: Thinking about endings as a way to think part:whole 15b. CG: Compare and contrast points of view 15c. CG: Understand the difference between first and third person narrations 16. Finding thematic connections across texts 16a. Mid-workshop teaching: Common themes across books may be developed in different ways | <p>Mentor Texts (Instructional Read Aloud): <i>Number the Stars</i> by Lois Lowry <i>Baseball Saved Us</i> by Ken Mochizuki <i>Rose Blanche</i> by Christophe Gallaz <i>The Other Side</i> by Jacqueline Woodson <i>Henry's Freedom Box</i> by Ellen Levine <i>The Yellow Star</i> by Carmen Agra Deedy <i>Terrible Things</i> by Eve Bunting Teacher selected texts</p> |
| <p>Word Study:</p> <ol style="list-style-type: none"> 1. VALE Review Units 6-9 <ol style="list-style-type: none"> a. Portmanteau Words b. Idioms | <p>Technology: Google Classroom Document camera Google Docs Online texts</p> |
| <p>Integrate test prep into instruction:</p> <ol style="list-style-type: none"> 1. Incorporate standardized test formats into chapter and unit tests 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | <p>Assessments: Formative: Reader's notebook responses Student/teacher conferences Student discussions Teacher observation Learning Progressions</p> |

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| | Summative: Rubrics Alternative: Interview a family about a time in history |
| Interdisciplinary Connections | |
| <p>Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Activity: Complete a Venn Diagram comparing and contrasting responses of individuals and groups in the novel to violations of fundamental rights.</p> <p>Visual and Performing Arts: 1.5.5.Re7b: Analyze visual arts including cultural associations. Activity: Write a response to a piece of art based on a historical point of view.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community member and employee. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: In small groups, discuss the obligations and responsibilities of being a member of a community. Students will think about the near-term and long-term consequences of actions and identify ways in which citizens can contribute to the betterment of their teams, families, community, and workplace.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). Activity: Students will use the mentor text <i>Number The Stars</i> to understand that many people achieve personal goals through their work. An example of this in the book is when Uncle Henrik helps to bring many people over to Sweden during the Holocaust. After students have discussed this, they will then refer to the historical fiction book they are reading and present to the class how one of their characters is achieving a personal goal through work. Students will also describe what specific training the individual needed for their job or task.</p> | |
| Computer Science & Design Thinking | |
| <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will be able to discuss the different points of view of their historical fiction book topic. Students will fill out a Venn Diagram comparing and contrasting the different points of view.</p> | |

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

Enduring Understandings

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

Goals

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

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

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

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

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

Teaching Points:

Bend 1: Discovering Poetry in Poems and Prose

Immerse students in poems of all kinds, allowing exploration of the breath of the genre

1. Create an understanding that poems come in many shapes and sizes
2. Prompt students to notice types of poems and structure of poems (couplets and stanzas)
3. Enhance knowledge of structure by teaching mood, with attention to word choice and sound
4. Introduce poetry's playful, inventive, or archaic use of language
5. Choose flexibly from a range of strategies to clarify the meanings of unfamiliar words or phrases

Bend 2: Reading for Deeper Comprehension

6. Highlight figurative language, use of objects, setting, symbolism, rhyme, and alliteration
7. Pay attention to a poem's meaning by pointing out breaks and fractured lines in that parts of the poem make a whole
8. Encourage readers to connect parts of poems and consider how they fit together
9. Teach readers to create mental movies and images about poems
10. Encourage readers to think in bigger ways about a poem's meaning and connecting it to everyday life
11. Encourage students to look out for new points of view or new ideas about familiar issues
12. Teach students that the same questions they ask of poems should apply to the same questions they ask of their individual choice books
13. Focus on the ending of a poem to understand the big message or meaning

Bend 3: Looking at Life and Literature Through the Lens of Poetry

14. Create connections between themes in poems to themes in texts: Poetry influences the way we live and contains valuable life messages
15. Think across poems, prose, and drama to compare and contrast major structural elements and content

Core Materials:

Units of Study for Reading

Little Things Are Big published by Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

When Kids Can't Read: What Teachers Can Do by Kylene Beers

The Continuum of Literacy Learning Grades PreK-8

A Guide to Teaching Written by Gay Su Pinnell

and Irene C. Fountas and Published by Heinemann

Daily Café by Gail Boushey and Joan Moser

Conferring with Readers by Jennifer Serravallo

Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller

Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske

Strategies That Work by Anne Goudvis and Stephanie Harvey

Reading Strategies Book by Jennifer Serravallo

A Teacher's Guide to Mentor Texts by Carl Anderson

Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills by Julia Lindsey

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

Comprehension Connections: Bridges to Strategic Reading by Tammy McGregor

The Artful Read-Aloud by Rebecca Bellingham

Teaching Interpretation Using Text-Based Evidence to Construct Meaning by Cherry-Paul & Johansen

A Teacher's Guide to Reading Conferences by Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer Serravallo

Phonics & Word Study: Activities for intermediate grades by Wiley Blevins

Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom by Burkins & Yates

Teaching for Deeper Learning: Tools to engage

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

Mentor Texts (Instructional Read Aloud):

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

Teacher selected texts

Technology:

Google Classroom
 Document camera
 Google Docs
 Online texts

Assessments:

Formative:

Reader’s notebook responses
 Student/teacher conferences
 Student discussions

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| | Teacher observation Learning Progressions Summative: Rubrics Alternative: Poetry anthology that includes favorite poems with personal connections |
| Interdisciplinary Connections | |
| <p>Visual and Performing Arts: 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work. Activity: In small groups, discuss how the artist's use of the elements of art and principles of design help to communicate a message and compare those to the literary elements a poet uses to write poetry.</p> <p>Social Studies: 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. Activity: Read and discuss poetry expressing perspectives of other cultures.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: When putting together the anthology of poetry, discuss how to be flexible and adaptive in using new technology.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will be able to interview a poet. They will be able to ask her many questions about her career and learn how they can be a writer.</p> | |
| Computer Science & Design Thinking | |
| <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Students will make an anthology that includes many poems of their choosing. Each poem will cite the author. Students will learn why it is important to properly cite poems and other information found online.</p> | |

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

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| Enduring Understandings |
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Writing consistently and with volume allows students to practice foundational skills that are required to produce informational texts that have organization and detail.

Goals

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

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

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

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

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

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

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

Teaching Points:

Bend 1: Writing lots of books that teach

- 1. Writers write to teach
- 2. Elaboration
- 3. Writing with detail

Core Materials:

Units of Study for Writing

Up the Ladder: Accessing Grades 3-6 Units of Study-Information Published by Heinemann

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| <ul style="list-style-type: none"> 4. Reading your writing through the eyes of a stranger: Revision 5. Beginnings matter 6. How do I write this kind of writing well? 7. Editing for run-on sentences/celebrating your work 7a. Mid-workshop teaching: Varying punctuation 8. Skip <p>Bend 2: Writing chapter books that teach with organization and detail</p> <ul style="list-style-type: none"> 9. Organizing into chapters 9a. CG: Investigating capitalization: Capitalizing important words (e.g., chapter names, section headings, titles, names) 10. Rehearsing for writing by teaching 11. Writers are the bosses of their writing 12. Designing your pages 13. Editing for paragraphs 13a. CG: Review adjectives and adverbs 13b. CG: Revise to use comparative and superlative adjectives and adverbs in writing 14. Celebrating growth by giving feedback <p>Bend 3: Taking your writing from good to great</p> <ul style="list-style-type: none"> 15. Goal-driven deliberate practice matters/Studying mentor texts to revise in big ways 16. Information writers are investigators 17. Balancing facts with thinking 18. Studying mentor texts to create a revision plan 19. Deliberate punctuation: commas 19a. CG: Investigate independent clauses 19b. CG: Investigate independent clauses and coordinating conjunctions. 19c. CG: Revise using independent clauses and coordinating conjunctions. <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> 1. Incorporate standardized test formats into unit tests 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom Classroom Libraries <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>The Writing Strategies Book</i> by Jennifer Serravallo <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo <i>Micro Mentor Texts</i> by Penny Kittle Grammar Inquiry Lesson Framework</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>All About Fireworks</i> <i>Kid Injuries</i> <i>Your Guide to Electricity and Magnetism</i> by Gill Arbuthnott <i>Skunks</i> by Sandra Markle Teacher selected texts</p> <p>Technology:</p> <p>Google Classroom Document camera Google Docs Online texts</p> <p>Assessments:</p> <p>Formative:</p> <p>Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative:</p> <p>Standards Based Writing Rubrics</p> <p>Benchmark:</p> <p>Informational Essay</p> <p>Alternative:</p> <p>Informational oral presentation</p> |
| Interdisciplinary Connections | |

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

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

Career Readiness, Life Literacies, and Key Skills

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

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

Computer Science & Design Thinking

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

Writing Unit 2: The Arc of Story Writing Realistic Fiction

Enduring Understandings

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

Goals

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

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech;

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

Teaching Points:

Bend 1: Creating and Developing Stories and Characters that Feel Real

- 1. Imagining stories from ordinary moments
- 2. Imagining stories we wish existed in the world
- 3. Developing believable characters
- 4. Giving characters struggles and motivations
- 5. Plotting a story with a story arc

Bend 2: Drafting and Revising with an Eye toward Believability

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

Bend 3: Preparing for Publication with an Audience in Mind

- 11. Revision: Rereading with a lens

Core Materials:

Units of Study for Writing
Unit 1: The Arc of Story: Writing Realistic Fiction
published by Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom
Classroom Libraries
Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
The Writing Strategies Book by Jennifer Serravallo
Teaching Writing in Small Groups by Jennifer Serravallo
Micro Mentor Texts by Penny Kittle
Grammar Inquiry Lesson Framework

Mentor Texts (Instructional Read Aloud):

Pippy Goes on Board by Astrid Lindgren

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| <ul style="list-style-type: none"> 12. Using transition to manage a sequence of events 13. Making space for writing 14. Using mentor texts to flesh out characters 15. Editing with various lenses <p>Bend 4: Embarking on Independent Fiction Projects</p> <ul style="list-style-type: none"> 16. Launching independent projects 17. Planning and drafting stories with agency 18. Mining the connections between reading and writing fiction 19. Focusing the reader's gaze 20. Choosing punctuation for effect <p>Integrate test prep into instruction:</p> <ul style="list-style-type: none"> 1. Incorporate standardized test formats into chapter and unit tests 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | <p><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 Teacher selected texts</p> <p>Technology: Google Classroom Document camera Google Docs Online texts</p> <p>Assessments: Formative: Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Standards Based Writing Rubrics</p> <p>Benchmark: Narrative Essay</p> <p>Alternative: Students will create a bumper sticker that promotes writing small moment stories.</p> |
| Interdisciplinary Connections | |
| <p>Science: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Activity: Flash draft a story where the conflict is related to an environmental problem (loss of habitat, air pollution, etc.).</p> <p>Social Studies: 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. Activity: Flash draft a story about a character who creates change at the local, state, or national level.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and</p> | |

promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). **Activity:** In small groups, discuss how individuals make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment and use what is shared as possible ideas for writing stories.

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

Computer Science & Design Thinking

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

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

Enduring Understandings

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

Goals

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - D. Form irregular verbs; form and use progressive tenses.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.

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

- Identify audience, purpose, and intended length of composition before writing.
- Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- Consider writing as a process, including self-evaluation, revision and editing.
- With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

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

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

Teaching Points:

Bend 1: Writing to Learn

- Essay structure boot camp
- Collecting ideas as essayists
- Writing to learn
- 3a. Mid-workshop teaching: Learning from writers
- Using elaboration prompts to grow ideas
- Mining our writing
- Boxes and bullets: Framing essays
- 6a. Mid-workshop teaching: Finding alternative ways to support a thesis
- Return to Boot Camp: Reviewing how to frame an essay and boxes and bullet plan

Bend 2: Raising the Level of Essay Writing

- Composing and sorting mini stories
- Creating parallelism in lists
- Organizing for drafting
- Building a cohesive draft
- Becoming our own job captains
- 11a. Mid-workshop teaching: Ordering reasons as well as evidence
- Writing introductions and conclusions
- 13a. Mid-workshop teaching: Revising introductions
- Revising our work with goals in mind
- Correcting run-on sentences and sentence fragments
- 15a. CG: Investigate irregular verbs and their spelling, revise with irregular verbs in mind
- 15b. CG: Investigate progressive tenses
- 15c. CG: Revise with progressive tenses in mind

Bend 3: Personal to Persuasive

- Moving from personal to persuasive
- Persuasive inquiry into essay
- Broader evidence
- Collecting evidence, reason, and thesis
- 19a. Mid-workshop teaching: Every part must connect: Thinking backward between the piece and the

Core Materials:

Units of Study for Writing
Boxes and Bullets, Unit 2 published by Heinemann

Supporting Materials & Teacher Resources:

Leveled Bookroom
 Classroom Libraries
Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
The Writing Strategies Book by Jennifer Serravallo
Teaching Writing in Small Groups by Jennifer Serravallo
Micro Mentor Texts by Penny Kittle
 Grammar Inquiry Lesson Framework

Mentor Texts (Instructional Read Aloud):

No Uniforms!
My Father is My Most Important Teacher
 Sample student essays
 Teacher selected texts

Technology:

Google Classroom
 Document camera
 Google Docs
 Online texts

Assessments:

Formative:

Student/teacher conferences
 Writing samples and student writing portfolios
 Student presentations
 Writing notebooks

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| <p>introduction</p> <p>20. Getting ready to put our opinions into the world</p> <p>20a. Mid-workshop teaching: Evaluate essays against the opinion writing checklist</p> <p>21. Sharing our opinions loudly and proudly</p> <p>Integrate test prep into instruction:</p> <ol style="list-style-type: none"> 1. Incorporate standardized test formats into chapter and unit tests 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | <p>Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Standards Based Writing Rubrics</p> <p>Alternative: Write a persuasive letter to someone about something they would like changed</p> |
| <p>Interdisciplinary Connections</p> | |
| <p>Social Studies: 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. Activity: Flash draft a persuasive essay related to an economic issue impacting children and persuade the audience to implement a group initiative to address it. Use historical contexts as a springboard for identifying ideas.</p> <p>Science: 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans. Activity: Flash draft a persuasive essay related to an environmental issue (e.g. floods) and persuade the audience to implement the group action plan.</p> | |
| <p>Career Readiness, Life Literacies, and Key Skills</p> | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). Activity: Make a list of skills an individual needs in order to communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.</p> <p>9.2.5.CAP3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Discuss traditional and nontraditional careers related to those who make decisions related to economics, environment, and law.</p> | |
| <p>Computer Science & Design Thinking</p> | |

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

**Writing Unit 4 ~
The Literary Essay: Writing About Fiction**

Enduring Understandings

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

Goals:

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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| <p>Teaching Points:</p> <p>Bend 1: Writing about Reading: Literary Essays</p> <ol style="list-style-type: none"> 1. Close reading to generate ideas about a text 2. Gathering writing by studying characters 2a. Mid-workshop teaching: Revising theories about characters 3. Elaborating on written ideas using prompts 4. Finding and testing a thesis 4a. Mid-workshop teaching: Deciding on your boxes and bullets for an essay 5. Using stories as evidence 5a. Mid-workshop teaching: Use precise words 6. Citing textual evidence 7. Using lists as evidence 7a. Mid-workshop teaching: Deciding on the weak spots in an argument and collecting to strengthen those weak spots 8. Putting it all together: Constructing Literary Essays 8a. Mid-workshop teaching: Piecing together evidence <p>Bend 2: Raising the Quality of Literary Essays</p> <ol style="list-style-type: none"> 9. Writing to discover what a story is really about 10. Adding complexity to our ideas 11. Flash-drafting literary essays 12. Beginnings and endings 12a. Mid-workshop teaching: Using the language of literary scholars 13. Using descriptions of an author's craft as evidence 13a. Mid-workshop teaching: Recognizing symbols 14. Editing: review tenses and tense agreement 14a. Editing: Investigate and revise using possessive nouns and pronouns <p>Bend 3: Writing Compare-and-Contrast Essays</p> <ol style="list-style-type: none"> 15. Building the muscles to compare and contrast 15a. Mid-workshop teaching: Finding patterns and ideas in our observations 16. Comparing and contrasting familiar texts 17. Using yesterday's learning, today and always 17a. Mid-workshop teaching: Pushing initial ideas and thoughts about texts further 18. Developing distinct lines of thought 19. Exploring commas: use a comma before a coordinating conjunction in a compound sentence 19a. CG: Investigating capitalization and quotations: Capitalize the first word in quotations as appropriate <p>Integrate test prep into instruction:</p> <ol style="list-style-type: none"> 1. Incorporate standardized test formats into chapter and unit tests 2. Require students to show their work and use test-taking skills during everyday activities | <p>Core Materials:</p> <p>Units of Study for Writing <i>The Literary Essay: Writing About Fiction</i> published by Heinemann</p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom Classroom Libraries <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>The Writing Strategies Book</i> by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo <i>Micro Mentor Texts</i> by Penny Kittle Grammar Inquiry Lesson Framework</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Fox</i> by Margaret Wise Brown "Marble Champ" by Gary Soto "Eleven" by Sandra Cisneros <i>Fireflies</i> by Julie Brinkloe <i>The Other Side</i> by Jacqueline Woodson "Gloria Who Might Be My Best Friend" and other stories from <i>The Stories Julian Tells</i> by Ann Cameron "Spaghetti" by Cynthia Rylant <i>Journey</i> by Patricia MacLachlan Teacher selected texts</p> <p>Technology:</p> <p>Google Classroom Document camera Google Docs Online texts</p> <p>Assessments:</p> <p>Formative:</p> <p>Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative:</p> <p>Standards Based Writing Rubrics</p> <p>Benchmark:</p> <p>Opinion Writing Benchmark</p> |
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| <ul style="list-style-type: none"> 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | Alternative: Students will create a pamphlet on how to write a quality literary essay |
| Interdisciplinary Connections | |
| <p>Social Studies: 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Activity: Discuss how stereotyping and prejudice creates conflict in the novel or reading passage and cite examples.</p> <p>Visual and Performing Arts: 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. Activity: Analyze a piece of art and discuss how it reflects societal values and beliefs.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: In small groups, discuss how excellent writers master conventions, word choice, and organization. Use effective tone and presentation skills to articulate ideas. Students will create a digital display of one idea and how to use it in their work.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Discuss why it is important to practice writing skills (conventions, word choice, organization, etc.) for future academic and career success.</p> | |
| Computer Science & Design Thinking | |
| <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Use a graphic organizer to outline ideas for the literary analysis essay.</p> | |

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

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

| Goals | |
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| <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <ul style="list-style-type: none"> A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession. <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented. <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. <p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p> <p>W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p> | |
| Teaching Points: | Core Materials: |

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| <p>Bend 1: Structure Information Writing</p> <ol style="list-style-type: none"> 1. Decide on a topic of personal interest 2. Study mentor texts, try out a variety of tables of contents, and plan out the content of each chapter. 3. Rehearse the topic while focusing on being organized and using an expert tone 4. Learn different organizational structures and decide which best works for their writing 5. Provide a conclusion linked to the information presented <p>Bend 2: Make Big, Strong Revisions</p> <ol style="list-style-type: none"> 6. Revise drafts by deciding how to divide and subdivide topics 7. Identify gaps in the content provided and write new chapters to address them 8. Elaborate and play with craft and tone during the revision process 9. Investigating apostrophes: Using apostrophes for possession 10. Study mentor texts for revision ideas 11. Use domain specific language 12. Use technology to enhance the text 13. Editing: Strategy groups for summarizing and paraphrasing text <p>Bend 3: Write a Feature Article</p> <ol style="list-style-type: none"> 14. Informational writing requires organized research 15. Good writers apply multiple strategies to recall relevant information from a variety of texts 16. Feature articles are a smaller text and include the features of subsections and paragraphs 17. Editing as you go: Capitalizing important words 18. Using tools to increase independence 19. Investigating Titles: Underlined, quotation marks, or italics? 20. Editing: Strategy groups for spelling conventions <p>Bend 4: Begin Again with Independence</p> <ol style="list-style-type: none"> 21. Repeat the writing process for a new feature article flash drafting the first version in about a day 22. Focus the majority of student time and teacher conferencing on the revision process using student-led individual conferences and strategy groups 23. Peer revision of drafts 24. Editing: Strategy groups for spelling conventions 25. Editing: Strategy groups for proper use of quotation marks <p>Integrate test prep into instruction:</p> <ol style="list-style-type: none"> 1. Incorporate standardized test formats into chapter and unit tests | <p>Units of Study for Writing <i>Information Writing If...Then...Curriculum</i> published by Heinemann</p> <p>Supporting Materials & Teacher Resources: Leveled Bookroom Classroom Libraries <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>The Writing Strategies Book</i> by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo <i>Micro Mentor Texts</i> by Penny Kittle Grammar Inquiry Lesson Framework</p> <p>Mentor Texts (Instructional Read Aloud): <i>Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner <i>The Eve of the Revolution</i> by Barbara Burt <i>What's the Big Idea, Ben Franklin?</i> By Jean Fritz <i>Can't You Make Them Behave, King George</i> by Jean Fritz <i>The Revolutionary War</i> by Josh Gregory <i>Disasters The Biggest Disasters in History from Salt in the Indus Valley to Hurricane Sandy</i> by K. Connolly-Level <i>My Dog is a Hero</i> Published by Scholastic Teacher selected texts</p> <p>Technology: Google Classroom Document camera Google Docs Online texts</p> <p>Assessments: Formative: Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Standards Based Writing Rubrics</p> <p>Alternative:</p> |
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| <ol style="list-style-type: none"> 2. Require students to show their work and use test-taking skills during everyday activities 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary | <p>Create a concept map showing how they will organize their information writing sections</p> |
| <p style="text-align: center;">Interdisciplinary Connections</p> | |
| <p>Science: 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Activity: Flash draft an informational piece about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation using observations and/or measurements collected.</p> <p>Social Studies: 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Activity: Flash draft an informational piece to explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> | |
| <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> | |
| <p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. Activity: Practice research strategies for evaluating the validity of sources.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity: Discuss how effective research strategies can help in future academic and career success.</p> | |
| <p style="text-align: center;">Computer Science & Design Thinking</p> | |
| <p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity: Discuss strategies for using digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to compose informational writing.</p> | |

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

| Enduring Understandings | |
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| Poetry offers the opportunity to write more, think more deeply, and explore various points of view. Good writers use their response to the topics and themes that surround them to write poetry. | |
| Goals | |
| <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. <p>W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p> | |
| <p>Teaching Points:</p> <p>Bend 1: Create a class anthology</p> <ol style="list-style-type: none"> 1. Writers will read and write poem using different perspectives on a common theme 2. Use mentor texts to analyze themes and perspectives 3. Understand the structure of poetry such as line breaks, stanzas, punctuation in order to read the poem with intended effect 4. Observe how poets use dialogue, internal thinking, descriptive details, and other crafts of writing to form a poem <p>Bend 2: Generate ideas for individual anthologies and collect poems</p> <ol style="list-style-type: none"> 5. Writers will generate their own ideas and gather poems that they can relate to 6. Use notebooks to gather ideas and free write about them, including emotions and feelings about theme 7. Use mentor texts to analyze the structure and elements to guide students in their own writing and thinking 8. Add details and descriptive thinking to show what feeling in writing | <p>Core Materials:</p> <p>Units of Study for Writing <i>If... Then... Poetry Anthology</i>, pg.57 published by Heinemann</p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom Classroom Libraries <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>The Writing Strategies Book</i> by Jennifer Serravallo Teaching Writing in Small Groups by Jennifer Serravallo <i>Micro Mentor Texts</i> by Penny Kittle Grammar Inquiry Lesson Framework</p> <p>Mentor Texts:</p> <p><i>This Is Just to Say; Poems of Apology and Forgiveness</i> by Joyce Kilmer</p> |

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| <p>Bend 3: Drafting and Revising</p> <ol style="list-style-type: none"> 9. Use ideas and notebook entries to draft poems using proper poetry elements (rhythm, structure, imagery, figurative language) 10. Revise for sound, tone, word choice, and endings for a powerful poem <p>Bend 4: Edit Poems</p> <ol style="list-style-type: none"> 11. Read and edit purposefully with regard to grammar, spelling, punctuation, and flow of their poem 12. Assemble poetry anthologies by making choices regarding what to publish and include in the collection 13. Celebrate poetry anthologies | <p><i>This Place I Know; Poems of Comfort</i> edited by Georgia Heard <i>Extra Inning; Baseball Poems</i> by Lee Bennett Hopkins <i>If You're Not Here, Please Raise Your Hands; Poems about school</i> by Kalli Dakos <i>Fine Feathered Friends</i> by Jane Yolen <i>Roots and Blues; A Celebration</i> by Arnold Adolff <i>Gathering the Sun</i> by Alma Flor Ada <i>Laughing Tomatoes and Other Spring Poems</i> by Francisco X. Alarcon Teacher selected texts</p> <p>Technology: Google Classroom Document camera Google Docs Online texts</p> <p>Assessments: Formative: Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Standards Based Writing Rubrics</p> <p>Alternative: Poetry anthology that includes favorite poems as well as poems that the students composed</p> |
| <p style="text-align: center;">Interdisciplinary Connections</p> | |
| <p>Social Studies: 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). Activity: Flash draft a poem about a major city in New Jersey, in the U.S., and the world highlighting its geographic or demographic characteristics.</p> <p>Visual and Performing Arts: 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). Activity: Discuss how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. Then, compare this to the way in which poets use literary elements in poetry.</p> | |
| <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> | |

Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. Activity: Discuss how setting goals and making plans to achieve those goals can help get work done in a timely manner. Discuss how to support peers in helping them reach goals.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Activity: Discuss how to develop a plan for creating a long-term project (poetry anthology) and how to pace work in order to finish by a deadline.

Computer Science & Design Thinking

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