



Grade 4

Writing & Grammar

Curriculum

Oradell Public School District
Oradell, NJ

2024

The Grade 4 Writing & Grammar Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

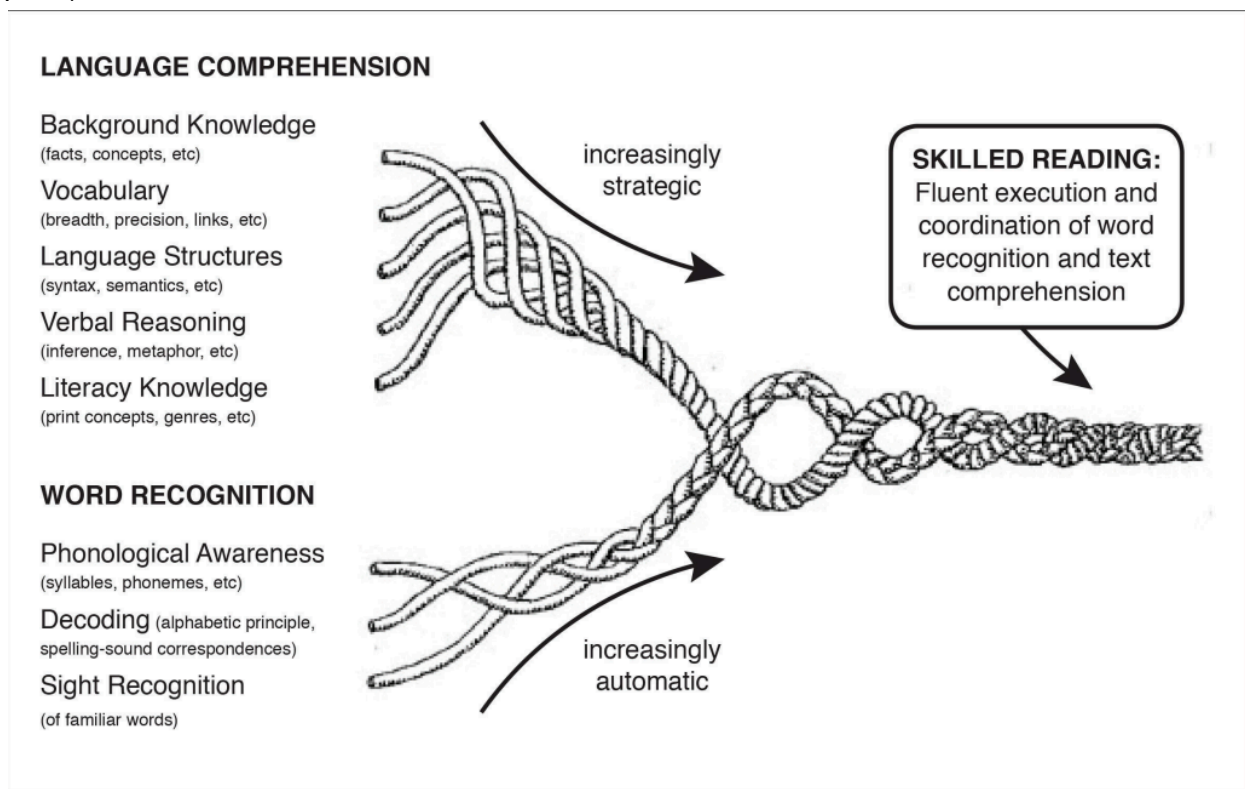
During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual

release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a

specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini lesson that is grounded in a clear teaching point. After the mini lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini Lesson

Writing workshop begins with a mini lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Assessment Notes for _____ Date _____	
What am I learning about this student as a writer?	What do I need to teach this student?

© 2014 by Carl Anderson from *Assessing Writers' Instructional Needs*, 90
14 Strategic Writing Conferences: Teacher's Guide

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. **Content:** what the student needs to learn or how the student will get access to the information
2. **Process:** activities in which the student engages in order to make sense of or master the content
3. **Products:** culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. **Learning environment:** the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units

Grade 4

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - November	Nonfiction Reading	Journalism Articles	Dependent and Independent Clauses Conjunctions Prepositions/Prepositional Phrases
2	December - January	Fiction Reading	Fanfiction	Writing sentences of different tenses
3	February - March	Close-reading of Short Texts	Literary Essay	Direct quotes Paraphrases
4	April - May	Research Reading	Research and Design	Subject/Verb Agreement Run-on Sentence Splices Double Negative Adjectives Nouns and Pronouns
5	May - June	Fantasy	Fantasy Shorts	Capitalization Apostrophes Commas

Note: Highlighted activities indicate [Holocaust Awareness](#) or [Amistad Commission](#) or [Asian American and Pacific Islander](#) legislation related activities.

Unit 1: Journalism Articles (Informational) September to November

Unit Overview: In Unit 1, Journalism Articles, writers will be asked to generate ideas by considering different types of articles. These include human interest, profile, instructional, historical, seasonal, and behind-the-scenes. Writers will be asked to make quick plans for their articles using a box-and-bullets approach. Then, thinking and writing like journalists, students will use interesting facts to draft, revise, and edit, keeping their audience in mind. Writers will use grammar intentionally to ensure clarity.

Students will be taught the importance of a strong headline and lead to hook the reader. A strong lead answers readers' specific questions about an event: **The 5 Ws and the H:** Who – who the story is about, What – what the story is about, Where – where the story takes place (location), When – the time and the date. Later in the article, students will include the Why – why is this happening? and the How – how is this happening? An inverted pyramid is a helpful graphic organizer since the most essential information is presented first, followed by supporting details, facts, and quotes.

During minilessons, students will be taught various pathways (strategies) to achieve unit goals. Goals and pathways should be posted for student reference throughout the unit. (e.g., anchor charts, writer's notebook inserts, Post-its) This unit has a pre- and post-assessment.

Unit Goals

- Writers come up with ideas by thinking of different types of articles.
- Writers make quick plans for their articles.
- Writers draft and revise with their audience in mind.
- Writers intentionally use grammar for clarity.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

Phonics and Word Recognition

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.

Fluency

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.

Language Domain: Foundational Skills Writing

Spelling

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.

Sentence Composition (Grammar, Syntax, and Punctuation)

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.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- 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.
- H. Use apostrophes for possession.

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

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

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.

Reading Domain

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.

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

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

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.

Writing Domain

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.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.

Speaking and Listening Domain

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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

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.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Assessment	
Pre- and Post-Assessment	A pre-and post-assessment will be administered for this unit.
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries/Jots Student Drafts Conferring Notes

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
<i>Writing Radar: Using Your Journal to Snoop Out and Craft Great Stories</i> by Jack Gantos	Scholastic News (magazine & online resources) Newsela ReadWorks Using Your Journal to Snoop Out and Craft Great Stories by Jack Gantos - Educational Resource Serravallo, J. (2017). <i>Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> . • Portsmouth, NH: Heinemann.

Grammar	
<p>Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro) Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
Resources:	Quill Khan Academy

	<p>Not Your Granny's Grammar Slideshow Grammar 1 Unit - Essential Sentences <i>Grammar Study: Teacher's Resource System</i> (Grade 4) by Patty McGee (PDF)</p>
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways (strategies).</p>
<p>WALT design a lot of different sentences</p> <p>NOTE: Please see UNIT 1 Grammar Study: Teacher's Resource System (Grade 4) by Patty McGee (PDF) for detailed lesson plans.</p> <p>Strive to use the pre- and post-assessment for Unit 1.</p>	<p>by</p> <ul style="list-style-type: none"> ● considering the different types. <ul style="list-style-type: none"> ○ Simple Example: She walked. (subject/predicate/complete thought) ○ Compound Example: She walked, and she tripped. (2 independent clauses joined by a coordinating conjunction—FANBOYS) ○ Complex Example: As she walked, she tripped. (dependent clause + independent clause)* (The subordinate conjunction “destroys” the sentence, making it a dependent clause.) *Note: The order can be flipped: independent clause + dependent clause) ● applying them to our writing, keeping the rules in mind. ● understanding the role of conjunctions and using them appropriately. <ul style="list-style-type: none"> ○ Coordinating Conjunctions: FANBOYS: for, and, nor, but, or, yet, so ○ Subordinating Conjunctions: I SAW A WABUB: if, since, as, when, although, while, after, before, until, because ON A WHITE BUS: only if, once, now that, although, after, as, while, when, whereas, whenever, wherever, whether, how, if, in case, in order that, though, even though, even if, because, before, until, unless, since) ● recognizing how subordinating conjunctions act as “sentence destroyers.” Example: As she walked, she tripped. (The use of “as” makes this a dependent clause.) ● understanding the role of prepositions and prepositional phrases and using them appropriately. TIP: Ask: <i>Can a mouse go there?</i> OR Think of the relationship between a rabbit and a log. Prepositions often convey these scenarios, although there are many exceptions.

	<p>Common Prepositions: above, across, against, along, around, at, before, behind, below, beneath, beside, between, beyond, down, from, in, inside, near, off, on, onto, outside, over, past, though, to, toward, under, underneath, up, upon within, without</p>
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Learning Goals/Objectives

Goals We are learning to/that (WALT) . . .	Pathways . . . by engaging in the following pathways.
WALT immerse ourselves in multiple versions of a genre	by <ul style="list-style-type: none"> ● exploring what other writers do. <ul style="list-style-type: none"> ○ Reading, discussing, and marking up mentor texts. ○ Reading, discussing, and marking up student writing. ○ Using a shared writing approach (i.e., The teacher scribes what students suggest.)
WALT brainstorm ideas	by <ul style="list-style-type: none"> ● considering different types of articles. Examples: <ul style="list-style-type: none"> ○ Human Interest: Think of a popular high-interest topic. ○ Profile: Think of an influential person. ○ Instructional: Think of “how to” do something. ○ Historical: Think of an important moment in history. ○ Seasonal: Think of a topic relevant to this time of year. ○ Behind-the-Scenes: Think of the work that happens before or during an event.
WALT make quick plans for articles *NOTE: In addition to listing ideas, students should be encouraged to write blurbs. Example: List: TikTok vs.	by <ul style="list-style-type: none"> ● using a box and bullets structure. <ul style="list-style-type: none"> ○ Box & Bullets: Jot a topic in a box. ○ Create bullets for facts, ideas, “how to” steps, thoughts, numbers, quotes, mini-stories, subtopics, and other informational details. ○ Jot the things you want to teach others in the article. ○ Jot the first thing you will teach in a new box. ○ Jot bullets below that include facts, ideas, “how to” steps, thoughts, numbers,

<p>Blurb: TikTok—viral social media app that uses videos and music to share information</p>	<p>quotes, mini-stories, or other informational details.</p> <ul style="list-style-type: none"> ○ Write blurbs using current knowledge to “try this idea on for size.” <p>by</p> <ul style="list-style-type: none"> ● reading over boxes and bullets. <ul style="list-style-type: none"> ○ Read a chunk of the plan. ○ Ask, “Do I need to add more? Take some away? Move parts around?” ○ Fix up as needed. <p>by</p> <ul style="list-style-type: none"> ● talking over a plan with a predictable writing partner (or partners). (Tip: Assign long-term writing pairs or trios (great for ELL students!)) ● making sure the plan stays on topic. <ul style="list-style-type: none"> ○ Read a bit of the plan. ○ Ask, “Does this fit with the other parts of the plan?” ○ Fix up as needed.
<p>WALT draft journalism articles</p>	<p>by</p> <ul style="list-style-type: none"> ● keeping our audience in mind. ● adding information. <ul style="list-style-type: none"> ○ Read a bit. ○ Ask, “What information will my reader need to know about this topic?” ○ Take responsible notes by jotting FACTS ONLY. ○ Add that information to my draft using jotted facts and MY OWN words to avoid plagiarism. ● adding explanations. <ul style="list-style-type: none"> ○ Read over the information included in the article. ○ Write a follow-up sentence that explains that information. ○ Repeat as needed. ● quoting others. (people known personally or someone from the world) <ul style="list-style-type: none"> ○ Write down the EXACT words the person said. ○ Add quotes around them. ○ Include a comma before the end quote. ○ Add a speech “tag” to indicate who said it. ● including transition words and phrases to help the writing flow. <ul style="list-style-type: none"> ○ Reread what was written.

	<ul style="list-style-type: none"> ○ Look to the list of transition words and phrases. ○ Choose one that works. ○ Repeat. ● choosing graphics. <ul style="list-style-type: none"> ○ Think about the entire article. ○ Choose an image or other graphic that enhances the writing. ○ Embed it into the layout. ○ Include a descriptive caption. ○ Give credit to the creator whenever possible (photographer/illustrator). ○ Include the website URL (web address). (www.websitename.com)
WALT revise journalism articles	<p>by</p> <ul style="list-style-type: none"> ● referring to a revision checklist. (Link: Coming soon!) ● varying the length of my sentences. LINK: Sentence Length ● skim-reading for repetitive words and choosing stronger, more precise language. <ul style="list-style-type: none"> ○ Print Dictionaries/Thesauruses ○ Online Dictionaries/Thesauruses: <ul style="list-style-type: none"> https://www.merriam-webster.com/kids https://kids.wordsmyth.net/we/ ● rereading and asking, “Have I said enough? Should I elaborate so my readers fully ‘get it?’” ● rereading and asking, “Have I said too much? Can I write this more concisely?”
WALT edit journalism articles	<p>by</p> <ul style="list-style-type: none"> ● referring to an editing checklist. (Link: Coming soon!) ● rereading writing through specific lenses, like COPS. <ul style="list-style-type: none"> ○ <u>C</u>apitalization ○ <u>O</u>rganization ○ <u>P</u>unctuation ○ <u>S</u>pelling ● rereading our writing OUT LOUD so the ear hears what needs fixing. ● asking a predictable writing partner to read the writing for clarity and offer feedback. <p>NOTE: Differentiation is necessary for this pathway. This may be a more appropriate strategy for students meeting or exceeding grade-level reading expectations.</p>

WALT write clearly	by <ul style="list-style-type: none"> ● intentionally using grammar. <ul style="list-style-type: none"> ○ Refer back to taught grammar lessons. ○ Revisit grammar resources (handouts/writer’s notebook inserts). ○ Reading—and rereading—writing aloud, so the ear hears what needs fixing. ○ Applying final edits and fix-ups as needed.
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Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart” and refers to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
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	<ul style="list-style-type: none"> ● Role play/model roles in a writing conference ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction. Provide a graphic organizer with an example.
Students with 504s	<ul style="list-style-type: none"> ● Extended time ● Prompting ● Reassurance ● Time to formulate ideas ● Visual clues ● Preferential seating ● Repeated directions or step-by-step directions ● Check for understanding ● Ask pointed questions ● Instructional aides in the classroom setting ● Preview content vocabulary ● Behavior chart to increase focus and work completion ● Sensory breaks ● Chromebook carts ● Extensions-guided webquests and graphic organizers
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary.

	<ul style="list-style-type: none"> ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference. ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example. ● Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit. ● Use shared writing to highlight grammar with a HoverCam
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
<p>Multilingual Learners</p>	<p>Allow use of a bilingual dictionary.</p> <ul style="list-style-type: none"> ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists based on the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build "Writing Workshop Looks Like... Sounds Like" anchor chart" and refers to it throughout the unit.
- Demonstrate and model a writer's notebook using a teacher's and/or student's writer's notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.

Unit 2: Fanfiction (Narrative) December to January

Fanfiction (*noun*) fiction written by a fan of, and featuring characters from, a particular book, game, TV series, movie, etc.

Unit Overview: Unit 2, Fanfiction, is a type of writing that uses characters from beloved books, games, TV shows, movies, or other places (e.g., Greg Heffley from the *Diary of a Wimpy Kid* series, Young Sheldon, Steve (male) or Alex (female) from Minecraft, Percy Jackson, Harry Potter). Then, writers craft original stories based on these characters. Fanfiction may include a prequel, sequel, a rewritten scene from another perspective, or inserting a character into a new scene. Students will begin by developing several ideas for stories and

writing quick “blurbs” or summaries of the stories they are imagining in their writer’s notebooks. After they have several blurbs, they will deliberate and decide which story they most want to develop and write. Sketching can be included in the brainstorming process. Students may also enjoy creating an illustrated cover for their published piece(s).

It is helpful to plan out fanfiction stories using a story mountain or timeline and then draft those stories across multiple pages. During drafting, each paragraph should get its own piece of paper, Google Docs page, or Google Slides slide. This leaves a lot of room for revision and editing. It also reinforces the concept that stories have parts and should not be written in a single paragraph. Ideally, students will write more than one story and may even create a series using the same characters. Adding these stories into the classroom library near their original inspirations can be incredibly inspiring for young writers!

During minilessons, students will be taught various pathways (strategies) to achieve unit goals. Goals and pathways should be posted for student reference throughout the unit. (e.g., anchor charts, writer’s notebook inserts, Post-its) This unit has a pre- and post-assessment.

Unit Goals

- Writers use notebooks to generate and develop ideas for possible fanfiction stories.
- Writers organize their writing.
- Writers use narrative details.
- Writers revise by seeing their work through new lenses.
- Writers edit their writing to make it easy to read.

Language Domain: Foundational Skills Reading

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

Fluency

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.

Language Domain: Foundational Skills Writing

Spelling

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.

Sentence Composition (Grammar, Syntax, and Punctuation)

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.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- 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.
- H. Use apostrophes for possession.

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

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

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.

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.
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

Writing Domain

- 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.

Speaking and Listening Domain

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.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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

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.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

Interdisciplinary Connections

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

Assessment	
Pre- and Post-assessment	A pre-and post-assessment will be administered for this unit.
Possible Ongoing Assessments	Teacher Observation Student Participation

	Notebook Entries/Jots Student Drafts Conferring Notes
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Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
	Serravallo, J. (2017). <i>Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> . Portsmouth, NH: Heinemann.

Grammar	
<p>Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro) Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<p>Resources:</p> <p>NOTE: Please see <i>Grammar Study: Teacher’s Resource System</i> (Grade 4) by Patty McGee (PDF) for detailed lesson plans.</p>	<p> Quill Khan Academy Not Your Granny’s Grammar Slideshow Grammar 1 Unit - Essential Sentences <i>Grammar Study: Teacher’s Resource System</i> (Grade 4) by Patty McGee (PDF) </p>
<p>Goals We are learning to/that (WALT). . . .</p>	<p>Pathways . . . by engaging in the following pathways (strategies).</p>
<p>WALT play with time</p>	<p>by</p> <ul style="list-style-type: none"> writing sentences of different tenses.

<p>NOTE: Please see UNIT 2 Grammar Study: Teacher’s Resource System (Grade 4) by Patty McGee (PDF) for detailed lesson plans.</p> <p>Strive to use the pre- and post-assessment for Unit 2.</p>	
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Learning Goals/Objectives	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways (strategies).
<p>WALT use notebooks to generate and develop ideas for possible fanfiction stories</p> <p>*NOTE: In addition to listing ideas, students should be encouraged to write blurbs.</p> <p>Example: List: Harry Potter vs. Blurb: Harry Potter—an orphaned boy who does not realize he’s a wizard until his friend, Hagrid tells him. Harry attends Hogwarts School of Witchcraft and Wizardry to learn more about his magical powers.</p>	<p>by</p> <ul style="list-style-type: none"> ● brainstorming lists of favorite characters from books, games, TV shows, movies, or other places. ● writing blurbs, which means choosing a listed item and saying more about it. ● choosing favorite blurbs and elaborating/“trying ideas on for size.” ● sketching as a means of envisioning scenes. ● using talk to grow ideas, and give and receive feedback with a predictable writing partner(s). (Great for ELL students!)
<p>WALT organize our writing</p>	<p>by</p> <ul style="list-style-type: none"> ● considering our story’s “shape.” (e.g. story mountain, timeline) LINK for Students Meeting/Exceeding Standards: Shapes of Stories ● deciding where the problem presents itself. (e.g beginning, middle) ● chunking stories into paragraphs based on changes that occur in the plot.

	<p>LINK: PATS (Place/Action/Time/Speaker)</p> <ul style="list-style-type: none"> ● indenting with consistency. (i.e. using a single tab)
WALT use narrative details	<p>by</p> <ul style="list-style-type: none"> ● applying “The 3Ds.” (Do! (<i>tons of action!</i>) + Description + Dialogue) <ul style="list-style-type: none"> ○ Do (<i>action!</i>): Verbs drive narratives! Include vivid verbs. ○ Description: Include feelings, figurative language and sensory details: seeing, hearing, tasting, smelling, and touching. LINK: "The 3Ds" LINK: "Show" Not Tell Examples LINK: Figurative Language ○ Dialogue: Include “spoken words” (quotation marks) and <i>internal thinking</i> (in italics). ● using purposeful dialogue that helps to move the story along and bring characters to life. <ul style="list-style-type: none"> ○ Example 1 (helps tell the story/conveys action): “Wendy! We’ve got to get back to the bus before they leave without us!” Doug said. “I’m right behind you, Doug!” Wendy said, gasping for breath. ○ Example 2 (does not help the story/boring!) “Hi!” said Doug. “Hi,” answered Wendy. ● using dialogue sparingly, like salt on French fries, so stories don’t turn into scripts.
WALT revise (“to see again”)	<p>by</p> <ul style="list-style-type: none"> ● seeing their work through new lenses and applying fix-up strategies. <ul style="list-style-type: none"> ○ Sensory Details ○ Figurative Language ○ Dialogue/Internal Thinking ○ Vivid Verbs ● LINK: Elaboration Ideas! ● duplicating paragraphs, color coding, and elaborating. ● LINK: Revising with Color ● using a revision checklist. (LINK: to come!)

WALT edit our writing	by <ul style="list-style-type: none"> ● applying rules that make writing easy to read: COPS. <ul style="list-style-type: none"> ○ Capitalization ○ Organization ○ Punctuation ○ Spelling ● reading our writing out loud so the ear hears what needs fixing. <ul style="list-style-type: none"> ○ Assistive devices can help: <i>Whisper Phones, Toobaloos</i>. ● asking a predictable writing partner to read the writing for clarity and offer feedback. NOTE: Differentiation is necessary for this pathway. This may be a more appropriate strategy for students meeting or exceeding grade-level reading expectations. ● using an editing checklist. (LINK: to come!)
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Modifications <i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i>	
Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type.

	<ul style="list-style-type: none"> ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart" and refers to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction. Provide a graphic organizer with an example.
Students with 504s	<ul style="list-style-type: none"> ● Extended time ● Prompting ● Reassurance ● Time to formulate ideas ● Visual clues ● Preferential seating ● Repeated directions or step-by-step directions ● Check for understanding ● Ask pointed questions ● Instructional aides in the classroom setting ● Preview content vocabulary ● Behavior chart to increase focus and work completion ● Sensory breaks ● Chromebook carts ● Extensions-guided webquests and graphic organizers
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating.

	<ul style="list-style-type: none"> ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference. ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example. ● Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit. ● Use shared writing to highlight grammar with a HoverCam
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example.

	<ul style="list-style-type: none"> ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<p>Allow use of a bilingual dictionary.</p> <ul style="list-style-type: none"> ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart" and refers to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference. ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.

Unit 3: Literary Essay (Opinion) February to March

According to the website *Literary Devices*, “theme refers to the central, deeper meaning of a written work.”

What is a theme?

- An idea that repeats throughout an author’s writing
- A quality that can be felt and described at the beginning, middle, and end of a story
- It is sometimes described using one word
- It is like a thread that is woven through the fabric of an entire story
- It can be proven true with text evidence (direct quotes and paraphrasing)

Unit Overview: In Unit 3, Literary Essay, writers will deepen their understanding of **theme** by immersing themselves in short mentor texts. Students will be asked to read and write about three short texts with a common theme. Using multiple texts helps students develop thoughtful and sophisticated literary essays. It also prepares them for state testing. In fourth grade, **theme** is taught as one word. (e.g., kindness, bravery, acceptance, friendship (with a person), companionship (with an animal). In the **author’s message** portion of the literary essay, writers will explain what life lesson(s) connect with their chosen theme. They will describe what the author wants readers to take away from their work and understand.

In the introduction, students will learn how to “hook” the reader, define theme, and state a strong **claim**. (Basic Example Claim: The theme of bravery is evident in the story *Freedom Summer* by Deborah Wiles.) In each of the three body paragraphs, students will be taught how to summarize concisely. (SWBST: Somebody/Wanted/But/So/Then is a suggested strategy.) They will also be taught how to directly quote and paraphrase text evidence, explaining this evidence with their thinking. (E.T. Evidence/Thinking (like the movie alien from the 1980s) is a fun reminder of what to do after citing text evidence that proves the theme.) Students will also be taught how to write strong conclusions. They will restate their claim and make important text-to-self or text-to-world connections. Young essayists should be encouraged to leave their readers thinking and wondering in a new way. (The “finger tapping chin” ending!) A color-coded outline will help writers stay on track.

During minilessons, students will be taught various pathways (strategies) to achieve unit goals. Goals and pathways should be posted for student reference throughout the unit. (e.g., anchor charts, writer’s notebook inserts, Post-its) This unit has a pre- and post-assessment.

Unit Goals

- Writers come up with ideas for literary essay by concentrating on themes.
- Writers develop a claim.
- Writers use specific references to their texts (direct quotes, paraphrases and examples) to support their claims.
- Writers elaborate to convince.

- Writers use what they know about grammar to make their piece easy to read.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

Fluency

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.

Language Domain: Foundational Skills Writing

Spelling

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.

Sentence Composition (Grammar, Syntax, and Punctuation)

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.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- 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.
- H. Use apostrophes for possession.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- 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.
- 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.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RL.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.

Writing Domain

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. 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.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.

Speaking and Listening Domain

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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

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.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections

Assessment

Pre- and Post-assessment

A pre-and post-assessment will be administered for this unit.

Possible Ongoing Assessments

Teacher Observation
Student Participation
Notebook Entries/Jots
Student Drafts
Conferring Notes

Materials/Resources

Suggested Mentor Texts

[*The Old Woman Who Named Things* by Cynthia Rylant](#)
[*A Pet* by Cynthia Rylant](#)
[*Slower Than the Rest* by Cynthia Rylant](#)

Supplemental Resources

[Color-coded Outline](#)
Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. • Portsmouth, NH: Heinemann.

Grammar

Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)

Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.

<p>Resources:</p>	<p>Quill Khan Academy Not Your Granny’s Grammar Slideshow Grammar 1 Unit - Essential Sentences <i>Grammar Study: Teacher’s Resource System</i> (Grade 4) by Patty McGee (PDF)</p>
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways (strategies).</p>
<p>WALT take a deep dive into text citations</p> <p>NOTE: Please see UNIT 4 Grammar Study: Teacher’s Resource System (Grade 4) by Patty McGee (PDF) for detailed lesson plans.</p> <p>Strive to use the pre- and post-assessment for Unit 4.</p>	<p>by</p> <ul style="list-style-type: none"> ● applying the rules for direct quotes. ● applying the rules for paraphrases.

Learning Goals/Objectives	
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways.</p>
<p>WALT come up with ideas for literary essays</p>	<p>by</p> <ul style="list-style-type: none"> ● reading and identifying strong themes (repeating ideas) in a variety of short mentor texts. ● finding specific parts of short stories that exemplify a theme. ● using talk to develop theories about how short texts are connected by common themes.

WALT develop a claim	by <ul style="list-style-type: none"> ● identifying a strong theme shared by three short mentor texts. ● including the full title (<i>italics</i>) and author. ● drafting it as a single simple sentence. <ul style="list-style-type: none"> ○ Example: The theme of companionship is evident in the short stories, <i>The Old Woman Who Named Things</i>, <i>A Pet</i>, and <i>Slower Than the Rest</i>, all written by Cynthia Rylant.
WALT prove a claim is true	by <ul style="list-style-type: none"> ● marking up short mentor texts and finding specific text evidence. <ul style="list-style-type: none"> ○ Direct Quote: Students can underline. ○ Paraphrase: Students can box the part they will make reference to.
WALT plan literary essays	by <ul style="list-style-type: none"> ● finding text evidence—first. (Think: getting ingredients ready to bake a cake) ● using Post-its. ● using a Box & Bullets structure.
WALT to draft literary essays	by <ul style="list-style-type: none"> ● following a color-coded outline. ● persuading the reader with strong word choices. ● explaining citations and elaborating with text connections. <ul style="list-style-type: none"> ○ Text-to-Self ○ Text-to-World
WALT edit literary essays	by <ul style="list-style-type: none"> ● reading our writing out loud so the ear hears what needs fixing. ● using an editing checklist. ● applying grammar. ● including punctuation. ● using print and online dictionaries to assist with spelling. ● asking a predictable writing partner to read the writing for clarity and offer feedback. <p>NOTE: Differentiation is necessary for this pathway. This may be a more appropriate strategy for students meeting or exceeding grade-level reading expectations.</p>

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, conferring.
- Allow use of a bilingual dictionary.
- Allow use of handheld translators.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build “Writing Workshop Looks Like... Sounds Like” anchor chart” and refers to it throughout the unit.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Role play/model roles in a writing conference
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction. Provide a graphic organizer with an example.

<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Extended time ● Prompting ● Reassurance ● Time to formulate ideas ● Visual clues ● Preferential seating ● Repeated directions or step-by-step directions ● Check for understanding ● Ask pointed questions ● Instructional aides in the classroom setting ● Preview content vocabulary ● Behavior chart to increase focus and work completion ● Sensory breaks ● Chromebook carts ● Extensions-guided webquests and graphic organizers
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit.

	<ul style="list-style-type: none"> ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference. ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example. ● Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit. ● Use shared writing to highlight grammar with a HoverCam
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<p>Allow use of a bilingual dictionary.</p> <ul style="list-style-type: none"> ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time.

- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build “Writing Workshop Looks Like... Sounds Like” anchor chart” and refers to it throughout the unit.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.

Unit 4: Research and Design (Informational) April to Mid-May

Unit Overview: In Unit 4, Research and Design, writers will dive deep into the world of endangered animal species. They will be asked to write through the lens of an animal conservationist. First, they will immerse themselves by reading about several vulnerable, endangered or critically endangered animals. Most of this research will be web-based, but students will also be encouraged to explore books, magazines, and other printed materials. *Epic!* books is a suggested online resource. Here, teachers can easily curate book collections to assist students. After immersion, writers will be asked to choose one endangered species to write about. Notetaking prompts are available to guide student work. A primary focus of this unit is teaching students to take responsible notes. To avoid the pitfalls of plagiarism, students must jot **FACTS ONLY** when taking notes. Later, students will use these facts to draft their own original sentences.

Students will create animal conservation slideshows using Google Slides. To keep writing relevant and concise, students can ask themselves, “Would this information be included on an exhibit sign at the Bronx Zoo? If not, I should edit myself. ‘More’ isn’t always better.” The goal of this unit is to inform readers—not overwhelm them with too much information. Fourth graders will take a field trip to the Bronx Zoo to make powerful, real-world connections.

During minilessons, students will be taught various pathways (strategies) to achieve unit goals. Goals and pathways should be posted for student reference throughout the unit. (e.g., anchor charts, writer’s notebook inserts, Post-its) This unit has a pre- and post-assessment.

Unit Goals

- Writers research about animals’ habitats, needs, and other important information with a focus on endangered species.
- Writers narrow their research and make a plan for responsible notetaking.
- Writers add a variety of text features to explain the information.
- Writers make their writing easy to read.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

Foundational Skills: Reading Language
Phonics and Word Recognition

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.

Fluency

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.

Language Domain: Foundational Skills Writing

Spelling

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.

Sentence Composition (Grammar, Syntax, and Punctuation)

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.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- 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.
- H. Use apostrophes for possession.

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

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

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.

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.
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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.

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

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

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.

Writing Domain

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.

Speaking and Listening Domain

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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

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.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Assessment	
Pre- and Post-assessment	A pre-and post-assessment will be administered for this unit.
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries/Jots Student Drafts Conferring Notes

Materials/Resources

Suggested Mentor Texts	Supplemental Resources
<p>Epic! Books Teachers will create book collections of endangered animal species using their <i>Epic!</i> accounts. Students will be invited to join with a class code.</p> <p>OPS Classroom & Library Books Students will be encouraged to borrow books about their chosen endangered animal species in order to enhance their research.</p> <p>From the Reading Curriculum: Mandatory Texts Crossings by Katy S. Duffield</p> <p>Additional Suggested Texts Suggested Word Study Focus- Choose words that focus on roots for Grade 4 from THIS list. <i>A Boy and a Jaguar</i> by Alan Rabinowitz <i>One Tiny Turtle</i> by Nicola Davies <i>Our House Is On Fire: Greta Thunberg’s Call to Save the Planet</i> by Jeanette Winter</p>	<p>IUCN Red List World Wildlife Fund Bronx Zoo Monterey Bay Aquarium EleCam (The Elephant Sanctuary in Tennessee)</p> <p>Notetaking Prompts (for Bronx Zoo notebooks)</p> <p>Google Junior will fill research gaps. (This is the student-appropriate search engine used at OPS.) Endangered Wildlife/Bronx Zoo Class Summary</p> <p>Serravallo, J. (2017). <i>Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i>. • Portsmouth, NH: Heinemann.</p>

Grammar	
<p>Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro) Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<p>Resources:</p>	<p>Quill</p>

	<p>Khan Academy Not Your Granny's Grammar Slideshow Grammar 1 Unit - Essential Sentences <i>Grammar Study: Teacher's Resource System</i> (Grade 4) by Patty McGee (PDF) Serravallo, J. (2017). <i>Writing Strategies Book: Your Everything Guide to Developing Skilled Writers.</i> ● Portsmouth, NH: Heinemann.</p>
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways (strategies).</p>
<p>WALT fit sentences together like puzzle pieces</p> <p>NOTE: Please see UNIT 3 <i>Grammar Study: Teacher's Resource System</i> (Grade 4) by Patty McGee (PDF) for detailed lesson plans.</p> <p>Strive to use the pre- and post-assessment for Unit 3.</p>	<p>by</p> <ul style="list-style-type: none"> ● considering subject/verb agreement. ● identifying and fixing run-on sentences. ● identifying and fixing splices. ● identifying and fixing double negatives. ● using adjectives in the correct order. ● applying the correct usage of nouns and pronouns.

Learning Goals/Objectives	
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways.</p>
<p>WALT research endangered species</p>	<p>by</p> <ul style="list-style-type: none"> ● immersing ourselves in a variety of nonfiction/informational texts. <ul style="list-style-type: none"> ○ Online: Epic! Books ○ Picture Books/Chapter Books ● focusing on their habitats, needs, threats, and conservation efforts. ● jotting interesting facts in our writer's notebooks.

	<ul style="list-style-type: none"> ● sketching and labeling.
<p>WALT narrow our research and make a plan for responsible notetaking</p>	<p>by</p> <ul style="list-style-type: none"> ● focusing on a single endangered or critically endangered species. (Animals deemed “vulnerable” by IUCN are acceptable choices.) ● avoiding the pitfalls of plagiarism. <ul style="list-style-type: none"> ○ Jot FACTS ONLY. LINK: Notetaking Prompts for Bronx Zoo Notebooks ○ Close the online or print resource. ○ Draft original sentences using ONLY jotted facts.
<p>WALT draft research slideshows</p>	<p>by</p> <ul style="list-style-type: none"> ● using specific text features to convey pertinent information. <ul style="list-style-type: none"> ○ Titles ○ Subheadings ○ Sidebars ○ Bold Print ● adding colorful graphics to enhance a presentation. <ul style="list-style-type: none"> ○ Photographs with full-sentence captions ○ Diagrams ○ Illustrations ○ Maps ● using a template and categorizing information under specific subheadings. <ul style="list-style-type: none"> ○ Physical Description ○ Biology ○ Habitat ○ Fascinating Facts ○ Endangered Status Update ○ Conservation Statistics ○ Making a Difference ○ Wise Words (Quoting an Expert in the Animal Conservation Field) <p>LINK: SLIDESHOW TEMPLATE for STUDENTS</p> ● closing online and print resources and drafting original sentences using ONLY jotted facts. ● giving credit to authors, photographers and artists by citing URLs* (website addresses) in the

	<p>“Speaker Notes” section of our Google Slides. (Go to “View.” Scroll to “Show speaker notes.”)</p> <p>Example: https://www.worldwildlife.org/species/amur-leopard</p> <p>*NOTE: URL stands for Uniform Resource Locator.</p>
WALT revise slideshow presentations	<p>by</p> <ul style="list-style-type: none"> ● choosing descriptive adjectives. ● Remember: Just as verbs drive narratives, adjectives drive nonfiction/informational writing. ● asking ourselves, “Have I written too much? Would this information be included on a exhibit sign at the Bronx Zoo? If not, I should edit myself. ‘More’ isn’t always better.” ● asking ourselves, “Have I written too little? Will my reader feel fully informed? If not, I can add more information and details to fill research gaps.” ● referring to a revision checklist. LINK: Revision & Editing Checklists
WALT make our writing easy to read.	<p>by</p> <ul style="list-style-type: none"> ● rereading writing through specific lenses, like COPS. <ul style="list-style-type: none"> ○ Capitalization ○ Organization ○ Punctuation ○ Spelling ● referring to an editing checklist. LINK: Revision & Editing Checklists ● rereading our writing OUT LOUD so the ear hears what needs fixing. ● asking a predictable writing partner to read the writing for clarity and offer feedback. ● NOTE: Differentiation is necessary for this pathway. This may be a more appropriate strategy for students meeting or exceeding grade-level reading expectations.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

<p>Students with IEPs</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart” and refers to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction. Provide a graphic organizer with an example.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Extended time ● Prompting ● Reassurance ● Time to formulate ideas ● Visual clues ● Preferential seating

	<ul style="list-style-type: none"> ● Repeated directions or step-by-step directions ● Check for understanding ● Ask pointed questions ● Instructional aides in the classroom setting ● Preview content vocabulary ● Behavior chart to increase focus and work completion ● Sensory breaks ● Chromebook carts ● Extensions-guided webquests and graphic organizers
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference. ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)

	<ul style="list-style-type: none"> ● Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example. ● Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit. ● Use shared writing to highlight grammar with a HoverCam
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<p>Allow use of a bilingual dictionary.</p> <ul style="list-style-type: none"> ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks.

- Use sentence starters or frames when needed.
- Build “Writing Workshop Looks Like... Sounds Like” anchor chart" and refers to it throughout the unit.
- Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.

Unit 5: Fantasy Shorts (Narrative) Mid-May to June

Unit Overview: In Unit 5, Fantasy Shorts, writers show what they know about narrative writing and the fantasy genre to bring their fiction scenes to life. Writers will use “The 3Ds” to “show, not tell.” (**D**o! (a TON of action!) + **D**escription + **D**ialogue) Writers should be encouraged to include vivid verbs, figurative language, and sensory details. Dialogue should be used sparingly; it should serve a purpose by helping to move the story along. Writers will include traits of the fantasy genre as they plan, draft, revise, and edit. They will be encouraged to keep things simple, given the complexity of the genre. Successful fantasy shorts might include the following characters: a hero (protagonist), a sidekick, and an antagonist (villain). In fantasy writing, it is important to pay careful attention to developing the setting, as it often acts like another character in the story.

As time allows, published fantasy shorts will be celebrated among peers and turned into short skits.

During minilessons, students will be taught various pathways (strategies) to achieve unit goals. Goals and pathways should be posted for student reference throughout the unit. (e.g., anchor charts, writer’s notebook inserts, Post-its) This unit has a pre- and post-assessment.

Unit Goals

- Writers come up with ideas for short fantasy pieces.
- Writers draft and revise using details of fantasy stories by incorporating traits of the genre.
- Writers make their writing easy to read.
- Writers work with partners to make the writing as strong as it can be.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

Fluency

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.

Language Domain: Foundational Skills Writing

Spelling

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.

Sentence Composition (Grammar, Syntax, and Punctuation)

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.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- 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.

H. Use apostrophes for possession.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

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

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.

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.

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

D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

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

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

RL.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.

Writing Domain

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.

Speaking and Listening Domain

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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

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.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

Interdisciplinary Connections

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their

brain, and respond to the information in different ways.

Assessment	
Pre- and Post-assessment	A pre-and post-assessment will be administered for this unit.
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries/Jots Student Drafts Conferring Notes

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
<p>From the reading curriculum:</p> <p>Picture Book: <i>Weslandia</i> by Paul Fleischman</p> <p>Poetry: “Jabberwocky” by Lewis Carroll</p> <ul style="list-style-type: none"> ● SafeShare Link ● YouTube Link <p>Wordless Picture Books: The Aaron Becker Trilogy:</p> <ul style="list-style-type: none"> ● <i>Journey</i> (Book 1) http://safesha.re/3qry ● <i>Quest</i> (Book 2) http://safesha.re/3qou 	<p>Fantasy Planning Packet (to print) Fantasy Genre: TRAITS</p> <p>Serravallo, J. (2017). <i>Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i>. ● Portsmouth, NH: Heinemann.</p>

<ul style="list-style-type: none"> Return (Book 3) http://safesha.re/3qov <p>Graphic Novels: <i>Amulet</i> by Kazu Kibuishi <i>Barb the Last Berzerker</i> (Book 1) by Dan Abdo and Jason Patterson</p> <p>Chapter Book: <i>The Tale of Despereaux</i> by Kate DiCamillo</p>	
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Grammar	
<p>Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro) Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<p>Resources:</p>	<p>Quill Khan Academy Not Your Granny’s Grammar Slideshow Grammar 1 Unit - Essential Sentences <i>Grammar Study: Teacher’s Resource System</i> (Grade 4) by Patty McGee (PDF)</p>
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways (strategies).</p>
<p>WALT use punctuation intentionally and consistently</p> <p>NOTE: Please see UNIT 5 Grammar Study: Teacher’s Resource System (Grade 4) by Patty McGee (PDF) for</p>	<p>by</p> <ul style="list-style-type: none"> applying rules for capitalization. using apostrophes to show possession. adding commas appropriately.

<p>detailed lesson plans.</p> <p>Strive to use the pre- and post-assessment for Unit 5.</p>	
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Learning Goals/Objectives	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways.
WALT come up with ideas for short fantasy pieces	<p>by</p> <ul style="list-style-type: none"> ● brainstorming lists of characters. TIP: Fantasy books are often complex. Encourage students to start simply: hero (protagonist), sidekick and villain (antagonist). ● writing blurbs, which means choosing a listed item and saying more about it. ● choosing favorite blurbs and elaborating/“trying ideas on for size.” ● sketching as a means of envisioning scenes. ● using talk to grow ideas, and give and receive feedback with a predictable writing partner(s). (Great for ELL students!)
WALT organize our writing	<p>by</p> <ul style="list-style-type: none"> ● considering our scene’s “shape.” (e.g. story mountain, timeline) LINK for Students Meeting/Exceeding Standards: Shapes of Stories ● deciding where the problem presents itself. (e.g beginning, middle) ● chunking stories into paragraphs based on changes that occur in the plot. LINK: PATS (Place/Action/Time/Speaker) ● indenting with consistency. (i.e. using a single tab)
WALT draft short fantasy scenes	<p>by</p> <ul style="list-style-type: none"> ● incorporating traits of the genre: <ul style="list-style-type: none"> ○ Magic: magical characters and objects, ancient curses and spells ○ A quest (the hero’s journey—a mission to achieve a goal)

	<p>Examples: the rescue of another character, trying to find a magical object</p> <ul style="list-style-type: none"> ○ Heroes and villains—a struggle between good and evil (theme of light vs. dark) ○ Bonds of friendship (including side characters who help the hero (protagonist)) ○ Mentor character (a wise, often older character who teaches and guides the hero (protagonist)) ○ Imaginary animals or objects that act human (anthropomorphism) ○ An imaginary setting/magical world, that often takes place in the past (FYI: Science fiction often takes place in the future.) ○ Medieval references: kings, queens, knights, castles, magical swords ○ Back and forth transitions between imaginary and realistic settings ○ A made-up language or system of numbers (<i>Weslandia</i> by Paul Fleischman) ○ Omniscient (“all-knowing”) narrators (They know everything about the story: characters, plot, and setting.) ○ Changing perspectives (different characters taking turns as the narrator) ○ Symbolism: objects, colors and weather that have deeper meanings. <p>by</p> <ul style="list-style-type: none"> ● reminding students that ancient myths, legends, and fairy tales often inspire fantasy stories. <p>by</p> <ul style="list-style-type: none"> ● applying “The 3Ds.” (Do! (<i>tons of action!</i>) + Description + Dialogue) <ul style="list-style-type: none"> ○ Do (<i>action!</i>): Verbs drive narratives! Include vivid verbs. ○ Description: Include feelings, figurative language and sensory details: seeing, hearing, tasting, smelling, and touching. LINK: "The 3Ds" LINK: "Show" Not Tell Examples LINK: Figurative Language ○ Dialogue: Include “spoken words” (quotation marks) and <i>internal thinking</i> (in italics). <p>by</p> <ul style="list-style-type: none"> ● using purposeful dialogue that helps to move the story along and bring characters to
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	<p>life.</p> <ul style="list-style-type: none"> ○ Example 1 (helps tell the story/conveys action): “Percy! We’ve gotta get out of this crazy museum!” Grover said. “I’m right behind you!” Percy said, as he sped to the door. ○ Example 2 (does not help the story/boring!) “Hi!” said Percy. “Hey,” answered Grover. <p>by</p> <ul style="list-style-type: none"> ● using dialogue sparingly, like salt on French fries, so stories don’t turn into scripts. <p>by</p> <ul style="list-style-type: none"> ● using a planning packet (optional). <p>LINK: Fantasy Planning Packet (Print and make color hard copy packets.)</p>
WALT revise (“to see again”)	<p>by</p> <ul style="list-style-type: none"> ● seeing their work through new lenses and applying fix-up strategies. <ul style="list-style-type: none"> ○ Sensory Details ○ Figurative Language ○ Dialogue/Internal Thinking ○ Vivid Verbs <p>LINK: Elaboration Ideas!</p> <ul style="list-style-type: none"> ● duplicating paragraphs, color coding, and elaborating. ● LINK: Revising with Color ● using a revision checklist. (LINK: to come!)
WALT edit our writing	<p>by</p> <ul style="list-style-type: none"> ● by applying rules that make writing easy to read: COPS. <ul style="list-style-type: none"> ○ Capitalization ○ Organization ○ Punctuation ○ Spelling ● reading it out loud so the ear hears what needs fixing.

	<ul style="list-style-type: none"> ○ Assistive devices can help: <i>Whisper Phones, Toobaloos</i>. ● asking a predictable writing partner to read the writing for clarity and offer feedback. NOTE: Differentiation is necessary for this pathway. This may be a more appropriate strategy for students meeting or exceeding grade-level reading expectations. ● using an editing checklist. (LINK: to come!)
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<p style="text-align: center;">Modifications</p> <p><i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i></p>	
<p>Students with IEPs</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart” and refers to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference

	<ul style="list-style-type: none"> ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction. Provide a graphic organizer with an example.
Students with 504s	<ul style="list-style-type: none"> ● Extended time ● Prompting ● Reassurance ● Time to formulate ideas ● Visual clues ● Preferential seating ● Repeated directions or step-by-step directions ● Check for understanding ● Ask pointed questions ● Instructional aides in the classroom setting ● Preview content vocabulary ● Behavior chart to increase focus and work completion ● Sensory breaks ● Chromebook carts ● Extensions-guided webquests and graphic organizers
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning progressions, rubrics and checklists based on the writer’s current ability, not grade. ● Model productive and engaging partner talk. ● Allow for extended time. ● Allow for extended conferring time. ● Provide guided notes as necessary. ● Set a writing goal for an assignment and then focus only on that goal.

	<ul style="list-style-type: none"> ● Allow students to type. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar and punctuation last. ● Provide frequent breaks. ● Use sentence starters or frames when needed. ● Build “Writing Workshop Looks Like... Sounds Like” anchor chart and refer to it throughout the unit. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook. ● Role play/model roles in a writing conference. ● Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...) ● Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example. ● Build “Planting a Seed” and “Making Movies in Your Mind” anchor charts to grow ideas and refer to them throughout the unit. ● Use shared writing to highlight grammar with a HoverCam
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<p>Allow use of a bilingual dictionary.</p> <ul style="list-style-type: none"> ● Allow use of handheld translators. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction.

- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists based on the writer's current ability, not grade.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferring time.
- Provide guided notes as necessary.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to type.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when needed.
- Build "Writing Workshop Looks Like... Sounds Like" anchor chart" and refers to it throughout the unit.
- Demonstrate and model a writer's notebook using a teacher's and/or student's writer's notebook.
- Role play/model roles in a writing conference.
- Model setting goals. Provide a teacher-made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct instruction on sensory detail and how it adds to our stories. (Use a graphic organizer such as, I see... I smell... I taste... I feel/touch... I hear...)
- Provide direct and explicit instruction on changing actions to dialogue. Provide a graphic organizer with an example.