

# Verona Public School District Curriculum Overview

## Literacy - Grade Four



**Curriculum Committee Members:**

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**Curriculum Developed:**

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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

Students are engaged in a literacy program that fosters the necessary skills to become independent readers, writers, speakers, thinkers, and learners. To further this goal, the Verona School district promotes a balanced literacy based framework. This framework is designed to help all students learn to read and write effectively in a differentiated workshop approach. Specifically, a three block balanced literacy framework is employed that encompasses reading workshop, writing workshop and word work. Students learn in a supportive environment where lessons are scaffolded to meet their needs. They will achieve a balanced literacy experience through independent reading, writing, speaking, and listening. With the support of teachers, students take ownership and assume gradual responsibility of their learning. Teachers assess students at regular intervals to inform their instructional decisions.

**Prerequisite(s):**

none

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<b>x</b> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation <b>x</b> B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<b>x</b> CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<b>x</b> CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<b>x</b> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>A. Income and Careers            B. Money Management            C. Credit and Debt Management            D. Planning, Saving, and Investing            E. Becoming a Critical Consumer            F. Civic Financial Responsibility            G. Insuring and Protecting</p>	<p>x A. Career Awareness (K-4)            B. Career Exploration (5-8)            C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food &amp; Natural Res.            B. Architecture &amp; Construction            C. Arts, A/V Technology &amp; Comm.            D. Business Management &amp; Admin.            E. Education &amp; Training            F. Finance            G. Government &amp; Public Admin.            H. Health Science            I. Hospital &amp; Tourism            J. Human Services            K. Information Technology            L. Law, Public, Safety, Corrections &amp; Security            M. Manufacturing            N. Marketing            O. Science, Technology, Engineering &amp; Math            P. Transportation, Distribution &amp; Log.</p>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> <li>● Lucy Calkins Writing Units of Study</li> <li>● School Wide Reading Units of Study</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Classroom mentor texts</u></li> <li>● Links to videos, class sites, strategies for Reader's Workshop <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a></li> <li>● TCRWP - Teachers College Reading &amp; Writing Project <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a></li> <li>● <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u> Jennifer Serravallo</li> <li>● <u>The Comprehension Toolkit</u> Grades 3-5 Stephanie Harvey and Anne Goudvis</li> <li>● Independent Reading Assessment (IRA) =Jennifer Serravallo</li> </ul>

# Reading Units of Study

**Reading Unit Title / Topic:** Launching Reading  
Workshop/Building a Reading Life

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- D. Provide a conclusion related to the opinion presented

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

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

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

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

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

#### Presentation of Knowledge and Ideas

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

### Transfer Goal:

Students will be able to independently use their learning to develop an understanding of themselves as readers.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- People read for a variety of reasons including desire to about new ideas, improve themselves, entertain themselves and as a form of relaxation.

#### Essential Questions:

- Why do people read?
- How does self-selection impact your growth as a reader?
- What habits and strategies do good readers use?

- Readers choose books that are just right for them.
- Good readers read with focus on meaning, while building reading stamina

### Acquisition of Knowledge & Skills

#### Students will know:

- Reading Workshop is a time for them to learn and grow as readers.
- Readers develop an understanding of their unique identities and histories as readers and learn about other readers in their reading community.
- Readers use their own identities, as well as recommendations from their reading community, to self-select well-matched texts, read for different purposes, and set reading goals.
- Readers bring what they know or have experienced to all types of reading as they interact with a text.
- Readers know how it feels to understand their reading and pay attention when meaning breaks down.
- Readers talk with others about texts to extend their thinking, grow new ideas and become stronger readers.
- Readers use tools to keep track of their thinking and prepare for discussions about texts.
- Readers set goals to enhance their reading lives.

#### Students will be able to:

- Stop and jot to activate their schema and generate questions.
- Make connections to texts and deepen their understanding through their personal and reading community experiences.
- Select appropriate texts for independent reading and monitor for understanding and enjoyment.
- Activate their schema and ask questions as the continually interact with a text.
- Engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation.
- Monitor for meaning at text, paragraph, and word level and to use strategies (context clues, visualization, activate schema, etc. ) to assist them when meaning breaks down.
- Establish a Reading Notebook and notate and reference their thinking about texts.
- Reflect upon their reading habits and make plans for growth as a reader.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will be able to choose books at their appropriate reading levels. They reflect, analyze and comprehend text. They will be able to engage in a reading community adhering to workshop rules and procedures.

## Stage 3: Activities

### Potential Teaching Points

<b>Bend One</b> <i>Learning Goal:</i>	<b><u>Lesson One: Library Procedures</u></b>	<b><u>Lesson Two: Choosing Just Right Books</u></b>	<b><u>Lesson Three: Book Buzz Teaching Point:</u></b>	<b><u>Lesson Four: Abandoning Books</u></b>
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<p>Building a Reading community</p>	<p><b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers spend time getting acquainted with the library by browsing baskets so they can make good choices. <ul style="list-style-type: none"> <li>○ Readers pay attention to the “system” so they can put books back correctly and keep the library organized. This helps all readers find books again.</li> </ul> </li> </ul>	<p><b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers choose a “just right” book by reading a page and using the 5-finger rule so that they can determine if it’s a good fit book. <ul style="list-style-type: none"> <li>○ Readers also choose just right books by looking at the cover, browsing inside, reading the book blurb, and thinking, “Does this interest me?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Readers help partners and others make good choices by giving a “book buzz” so that they can share in their excitement with others. We can give a summary that tells about the character or topic and what the book is mostly about without giving all the information. We list the reasons why we liked the book so much.</li> </ul>	<p><b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers decide if they like a book, by choosing carefully so they find something that interests them and is at their just right reading level so that they don’t waste precious reading time. If they really aren’t “into” a book they can return the book and let it wait for them.</li> </ul>
<p><b><u>Bend Two</u></b>  <i>Learning Goal:</i>  Getting ready to read</p>	<p><b><u>Lesson Five: Determining Genre</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers set themselves up for reading by thinking “is this book fiction or nonfiction” so that they can turn their minds onto reading or learning new information.</li> </ul>	<p><b><u>Lesson Six: Previewing/Predicting</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers preview and predict what they are going to read by looking at the cover, reading the blurb, and taking a peek inside so that their minds are ready.</li> </ul>	<p><b><u>Lesson Seven: Using Elements to Connect to Text</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers use elements of literature such as character, plot, setting, etc., to orient themselves to the book so that they can connect to the story and understand what they are reading.</li> </ul>	<p><b><u>Lesson Eight: Monitoring for Understanding</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Readers monitor their reading by noticing when they are not understanding what is happening so that they can go back and reread from the last part they remember.</li> </ul>



<p style="text-align: center;"><b><u>Bend Three</u></b> <i>Learning Goal: Good reading behaviors</i></p>	<p><b><u>Lesson Nine: Visualizing</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers make movies in their minds by picturing the setting, what the characters look like and how they move inside the setting and interact with each other so that they can understand what they reading.</li> </ul>	<p><b><u>Lesson 10: Reading Smoothly</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers use a storyteller voice by reading smoothly, using expression, and giving voices to characters so that they can feel connected to the story and understand what they are reading.</li> </ul>	<p><b><u>Lesson 11: Monitoring/Fix up Strategies (Asking Who? What? Where? and What's happening here?)</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers monitor their reading by noticing when they are not understanding what is happening so that they can go back and reread from the last part they remember.</li> <li>• Readers retell what they have read either at the end of the chapter or at the end of the book using the character's name, and what happened first, next, then, after that and last, so that they can hold onto what they have read.</li> </ul>	<p><b><u>Lesson 12: Word Solving</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers solve unknown words by moving through a variety of strategies so that they can read and understand all the words on the page.</li> </ul>
<p style="text-align: center;"><b><u>Bend Four</u></b> <i>Learning Goal: Setting Reading Goals</i></p>	<p><b><u>Lesson 13: Stamina/Distractions</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers read longer and stronger by noticing what causes them to be distracted and when they are</li> </ul>	<p><b><u>Lesson 14: Volume/Logs</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers monitor their reading by keeping a log of the number of books or the number of pages they read and how many minutes</li> </ul>	<p><b><u>Lesson 15: Reflecting as a Reader</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers set long term goals with partners by thinking about their reading wishes and dreams and their</li> </ul>	<p><b><u>Lesson 16:</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers adjust their pacing when reading different parts of the books (the beginning of books are read slower than the rest of the book</li> </ul>

	<p>distracted and having fix up strategies so that they can reach their reading goals.</p>	<p>they read for so that they can push themselves to read longer and stronger each day.</p>	<p>future reading goals so they could help each other reach those goals.</p>	<p>because you are orienting yourself to the book.</p> <ul style="list-style-type: none"> <li>● Analogy - liken this to going to a party where you don't know anyone and in a location that you have never been before. You are trying to remember people's names, relationships, and qualities about them. You are trying to get the lay of the land. For example, you have to figure out where the bathroom is located. When students read a book in a series, it is more like going to a party at a good friend's house. You know the people and you have been to the house before. It is more comfortable.</li> </ul>
<p><b><u>Bend Five:</u></b> Learning Goal: Tracking your thinking</p>	<p><b><u>Lesson 17: Ways to Use Post its</u></b> <b><u>Teaching Point: Tracking Our Thinking</u></b> Readers track their thinking by jotting their predictions and connection onto post its so that they can hold their thoughts and share them with others. Introduce stems such as: "I predict... because..." "This part reminds me of... because..."</p>	<p><b><u>Lesson 18: Ways to Use Post its</u></b> <b><u>Teaching Point: Tracking Our Thinking</u></b> Readers track their thinking by describing what they see, hear, taste, smell , feel or their feelings onto post its so that they can hold their thoughts and share them with others. Introduce sentence stems: "I'm picturing..." "I'm imagining..." "I'm feeling..."</p>	<p><b><u>Lesson 19: Ways to Use Post its</u></b> <b><u>Teaching Point: Tracking Our Thinking</u></b> Readers track their thinking by jotting their questions or wonderings onto post its so that they can hold their thoughts and share them with others. Introduce sentence stems: "This part makes me wonder ... because..."</p>	<p><b><u>Lesson 20: Ways to Use Post its</u></b> <b><u>Teaching Point: Tracking Our Thinking</u></b> Readers track their thinking by jotting their characters, feelings or ideas about their characters onto post its so that they could hold their thoughts and share them with others. Introduce sentence stems: "I think... is feeling... because..." "This is making me think that... so and so is .... Because..."</p>

<p style="text-align: center;"><b><u>Bend Six:</u></b> Setting up notebooks</p>	<p><b><u>Lesson 21: Reading Logs</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers keep track of their reading by creating a reading log so that they can monitor their reading behaviors.</li> </ul>	<p><b><u>Lesson 22: Wishlists</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers pay attention to books other students are reading and recommendations made by others and create a wishlist of books they want to read so that they are always ready for reading.</li> </ul>	<p><b><u>Lesson 23: Writing/Reflecting On Reading</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers allocate space in their notebook so that they can write about their reading and reflect upon what they read to become more thoughtful.</li> </ul>	<p><b><u>Lesson 24: Responding to Reading</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Readers choose from a menu of options, ways to respond to their reading so that they can predict, connect, or infer ideas about the book.</li> </ul>
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**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

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

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

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

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- D. d. Provide a conclusion related to the opinion presented

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

- A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- B. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - Form and use prepositional phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
  - Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.\*
  - Choose punctuation for effect.\*
  - 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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

### Transfer Goal:

Students will be able to independently use their learning to identify, read, and comprehend the genre of fiction.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Fiction encompasses many different types of stories – fantastical, magical, traditional, historical, mythological, realistic.
- Fiction stories include structures, theme, and story elements.
- Fiction readers visualize, infer character's feelings, and identify the author's message to understand the text.

#### Essential Questions:

- How is fiction sorted and written?
- How does a reader make meaning from all of the types of fiction texts?
- How does a reader use strategies to check for understanding?
- How are fiction books structured (organized)?

## Acquisition of Knowledge & Skills

### Students will know:

- Fiction readers understand that fiction texts are created from the writers' imaginations and are not true.
- Fiction readers understand that fiction stories are told using a chronological text structure.
- Fiction readers identify the narrative perspective in texts.
- Fiction readers' understanding of the key elements in fiction deepens their enjoyment and appreciation of the text.
- Fiction readers understand that writers of fiction often impart an important idea, lesson, or moral.
- Fiction readers deepen their understanding of the different beliefs of people around the world when reading traditional literature from a variety of cultures.
- Fiction readers identify the main or central characters in a story.
- Fiction readers recognize that conflicts and experiences often cause a character to change over time.
- Fiction readers identify the writer's tone about the subject of a text.
- Fiction readers personally relate to the texts they are reading and make connections to their life, experiences, other texts, and/or issues in the world.
- Fiction readers notice clues that reveal the conflict or tension in a story and how it moves forward to get resolved.

### Students will be able to:

- Learn about the fiction genre and explore many types of fiction texts.
- Explore a realistic fiction story and learn how to identify important signal words which show the passage of time.
- Understand that fiction writers tell or narrate their stories from different points of view.
- Identify the 5 elements of fiction stories: characters, setting, problem, plot, and resolution.
- Learn how to combine their schema with clues from the text to infer the theme of a story.
- Identify the main characters' physical attributes, traits, motivations and feelings to deepen their understanding of fiction.
- Recognize when and why characters change over time.
- Identify the writer's tone and the mood created in a fictional text.
- Make connections and write responses to their reading to develop critical comprehension skills.
- Identify the problem or struggle in a story and differentiate among types of internal and external conflicts

## Stage 2: Acceptable Evidence

### Transfer Task

Students will read and comprehend a variety of fiction, while accurately applying the skills and concepts covered in the unit.

## Stage 3: Activities

### Potential Teaching Points

<p><b><u>Bend One</u></b> <i>Learning Goal:</i> Key Elements in Fiction Stories</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b>  Readers immerse themselves in the genre by reading</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b>  Readers understand that fiction stories are told using a</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b>  Readers identify the narrative perspective by naming the point</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b>  Readers understand the key elements in fiction by identifying</p>
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	traditional literature, realistic fiction, fantasy, etc. so that they can explore the different types of fiction. (Reading Fundamentals Fiction Unit Lesson 1)	chronological text structure by noticing the passage of time as the story unfolds from beginning to middle to end, so that they understand the structure of a fiction story. (Reading Fundamentals Fiction Unit Lesson 2)	of view and exploring the differences between first and third person narration so that they deepen their understanding of texts. (Reading Fundamentals Fiction Unit Lesson 3)	the five basic elements of fiction stories: characters, setting, problem, plot, and resolution so that they enhance their engagement and comprehension. (Reading Fundamentals Fiction Unit Lesson 4)
<p align="center"><b><u>Bend Two</u></b></p> <p><i>Learning Goal:</i> Understanding Plot and Setting</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers think about the setting of the story by considering if the setting is just background or if it plays an important role in the story so that they understand the impact the setting has on a story. (p. 151 The Reading Strategies Book.)</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers notice the vivid descriptions the author uses when describing the setting by noticing what is happening in the time or place alongside what the character thinks or feels so that they can consider how the setting impacts the character. (p. 155 The Reading Strategies Book)</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers understand that plot is the series of events that make up a story by thinking about the problem, how the problem gets worse, and how the problem gets solved, so that they can deepen their understanding of the structure of a story. (p. 151 The Reading Strategies Book)</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers summarize by thinking about the most important information by asking themselves “What was the story really about?” so that they can identify events that best support the deeper idea. (p. 145 The Reading Strategies Book)</p>
<p align="center"><b><u>Bend Three</u></b></p> <p><i>Learning Goal:</i> Supporting Comprehension: Understanding Theme and Ideas</p>	<p><b><u>Lesson Nine:</u></b></p> <p>Teaching Point: Readers figure out the theme in the story by noticing important events (plot) and asking themselves “What’s the big idea about what’s happening in this story?” so that they can</p>	<p><b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers understand that they may find clues about the theme of a story by reading the back cover blurbs and thinking about: what the story might be and what the characters might learn, so that it gets them</p>	<p><b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers understand that writers of fiction often impart an important idea, lesson, or moral by learning how to combine their background knowledge with clues from the text so that they can infer the theme of a</p>	<p><b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers think about the topics that are showing up in their book by asking themselves “What’s the author saying about this big idea?” so that they infer the theme of the story.</p>

	infer the theme. (p. 195 The Reading Strategies Book)	thinking about what the theme of the story may be. (p. 207 The Reading Strategies Book)	story. (Reading Fundamentals Fiction Unit Lesson 5)	(p. 206 The Reading Strategies Book)
<p><b><u>Bend Four</u></b></p> <p><i>Learning Goal:</i> Improving Comprehension in Fiction: Understanding Vocabulary and Figurative Language</p>	<p><b><u>Lesson 13:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers infer the meanings of unknown words by “reading around the word” so that they can solve unknown vocabulary without interrupting the flow of the story. (p. 310 The Reading Strategies Book)</p>	<p><b><u>Lesson 14:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers build knowledge of unknown words by thinking about the job (part of speech) the word has in a sentence so that they can figure out the words meaning. (p. 309 The Reading Strategies Book)</p>	<p><b><u>Lesson 15:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers notice when the author says one thing, but means something completely different by asking themselves, “What does the author really mean?” so that they can recognize and decipher figurative language.</p>	<p><b><u>Lesson 16:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers notice when a writer may be using a phrase in a figurative way by stopping and picturing it so that they can take a guess at what the phrase means, keeping in mind what is happening in the rest of the book. (p. 306 The Reading Strategies Book)</p>



**Reading Unit Title / Topic:** Following Characters into Meaning

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

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

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

- A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- B. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.\*
  - B. Choose punctuation for effect.\*
  - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- 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.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Transfer Goal:

Students will be able to independently use their learning to think deeply about the characters they read about by making inferences, building theories, and learning life lessons.

### Meaning

#### Students will understand that:

*Students will understand that:*

- Readers envision the characters in texts and expect to develop relationships with these characters.
- Readers recognize the patterns in characters and books and track the evolving nature of the characters changes in books across all texts.
- Readers interpret life lessons experienced by characters in books and ponder the applications of these lessons to their own lives.

#### Essential Questions:

- How does a reader envision a story in their minds?
- How can characters evolve in a story?
- How do characters in literature imitate people in the real world?

### Acquisition of Knowledge & Skills

#### Students will know:

- Readers visualize or make mental movies of our books and use prior knowledge to fill in details about the scenes unfolding on the page.
- Stories are written from a point of view and follow predictable patterns in structure.
- Characters evolve as a story unfolds and overcome struggles.
- Characters learn lessons that are applicable to real life situations.
- Main characters internal traits include their wants, struggles, and motivations.
- Readers develop theories about characters based on their words and actions.
- Secondary characters play key roles, such as mentors, friends, or enemies in order for the main character to develop awareness about themselves.
- Readers formulate theories about the relationships between characters asking if these relationships contribute to the problem(s) or to their solutions.

#### Students will be able to:

- Create visualizations or mental movies using details from the story. Identify the point of view.
- Compare and contrast characters' point of view.
- Recognize that all fiction follows a predictable narrative structure.
- Design a graphic organizer or story arc to depict and sequence the structure of a realistic fiction story.
- Hypothesize outcomes based on knowledge gained about characters.
- Extrapolate lessons from the text.
- Relate how lesson learned in the story are applicable to real life situations.
- Generate a list of the characters internal traits using support from text.

- Analyze characters internal and external traits.
- Formulate and revise theories about characters based on their words and actions.
- Identify and analyze secondary characters' roles in relation to the main character.
- Predict how the characters' interactions will affect events throughout the story.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will read grade level fiction applying character study skills and strategies learned in the unit of study.

## Stage 3: Activities

### Potential Teaching Points

<p style="text-align: center;"><b><u>Bend One</u></b> <i>Learning Goal:</i> Walking in a character's shoes: Envisionment, Prediction, and inference</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b> Good readers identify the main characters in a story by collecting information about them so that they can develop theories about the character.</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b> Readers learn about their main characters by noticing what they say, do, think, or feel, and by what others characters think about them so that they can infer how the character(s) is feeling.</p> <p style="text-align: center;">(p. 166 The Reading Strategies Book)</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b> Readers infer character traits by paying attention to text clues about the character and asking "<i>What do I already know about people like this?</i>" so that they can figure out something new about the character.</p> <p style="text-align: center;">(p. 174 The Reading Strategies Book)</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b> Readers take notes by keeping track of important information about their character so that they can track big ideas and note any changes.</p>
<p style="text-align: center;"><b><u>Bend Two</u></b> <i>Learning Goal:</i> Building</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b> Readers keep track of new characters introduced by deciding if the character is a friend or foe and taking note of</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b> Readers empathize with their main character by understanding and relating to the things they are</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b> Readers learn more about their characters by examining objects they hold close so that</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b> Readers empathize with "hard-to-like" characters by considering that character's feelings and experiences that</p>

Building Empathy for a Character	how they know so that they understand the effect other characters have on the main character.	experiencing so that they build a connection to their character. (p. 177 The Reading Strategy Book.)	they can deepen their understanding of him/her.	are causing them to act that way so that they build understanding of character motivation.
<b><u>Bend Three</u></b> <i>Learning Goal:</i> Building Theories About Characters.	<b><u>Lesson Nine:</u></b> <b><u>Teaching Point:</u></b> Readers grow big ideas ideas about a character by imagining what the character might be thinking in his/her mind so that they can infer motivations.	<b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b> Readers view characters with a wider lens by learning about a character by what he/she chooses <b>NOT</b> to say or do so that they can infer more about the character.	<b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b> Readers use evidence from the text to draw conclusions about the character by thinking, “What just happened?” and “What do I think about this?” So that they can develop theories about the character.	<b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b> Readers think about why the author chose the setting for the book by thinking about how the setting helps reveal more about the character so that they develop a deeper understanding of the character.
<b><u>Bend Four</u></b> <i>Learning Goal:</i> From inference toward interpretation	<b><u>Lesson 13:</u></b> <b><u>Teaching Point:</u></b> Readers pay attention to the problem the main character is facing by listing all the problems and thinking, “Which one of these problems is most dominant?” so that they can follow how the character is solving his/her problem.	<b><u>Lesson 14:</u></b> <b><u>Teaching Point:</u></b> Readers identify minor characters by thinking about who (or what) is holding back or supporting the main character so that they can think more deeply about how the problem might get solved.	<b><u>Lesson 15:</u></b> <b><u>Teaching Point:</u></b> Readers understand characters are complicated by noticing when characters act out of character so that they can begin to track character changes. (p. 180 The Reading Strategy Book)	<b><u>Lesson 16:</u></b> <b><u>Teaching Point:</u></b> Readers learn lessons alongside the main character by noticing and noting “aha” moments in the story so that they can think about how the character changed throughout the story. (p. 214 The Reading Strategy Book)
<b><u>Bend Five</u></b> <i>Learning Goal:</i>	<b><u>Lesson 17</u></b> Readers consider the identities of any one character by	<b><u>Lesson 18</u></b> Readers identify what issue or what issues are in the text that	(Optional Lesson)	Readers reflect themselves as readers and create goals to extend themselves as readers.

<p>Reflecting on learning and considering life lessons</p>	<p>thinking about how their identities relates to their problem(s) so they they can identify the theme in a universal language. (p. 215 The Reading Strategy Book)</p>	<p>has shaped or changed who they are and how they think about the world so that they can take a piece of the book with them. (p. 209 The Reading Strategy Book)</p>	<p><i>Readers compare the text of the story with a visual representation (movie) and notice how each is portrayed in different ways by having conversations about the decisions movie makers may have made so that they can understand how writers and movie makers make decisions.</i></p>	
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**Reading Unit Title / Topic:** Non-fiction: Reading in Content Area

**Unit Duration:** 6 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
  - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Choose words and phrases to convey ideas precisely.\*
- B. Choose punctuation for effect.\*
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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

### Transfer Goal:

Students will be able to independently use their learning to identify, read, comprehend, and utilize nonfiction texts.

## Meaning

### Enduring Understandings:

*Students will understand that:*

- The organizational structures of nonfiction deepen readers understanding.
- It is important to read and understand nonfiction text because it allows readers to learn new ideas.
- The text offer clues before or after the word to determine meaning of unfamiliar words or phrases.
- Readers refer to details and examples in a text when explaining, determining main idea or making inferences.
- A reader will use various text structures and features to determine the author's purpose

### Essential Questions:

- How does reading nonfiction differ from other types of reading I do?
- Why is it important to read and understand nonfiction text?
- How do readers recognize author's purpose?
- How does a reader make meaning of unfamiliar words or phrases?
- How does a reader use strategies to check for understanding?
- How are nonfiction books structured (organized)?
- How can the features of nonfiction texts help me locate information

## Acquisition of Knowledge & Skills

### Students will know:

- Nonfiction and fiction have different structures and are written for different purposes.
- The difference between fact and opinion.
- Nonfiction text can be organized by description, cause and effect, problem and solution, chronological and compare and contrast.
- Text features can provide the reader with additional information or can help a reader better understand the content.
- Nonfiction can give facts that answer readers' questions

### Students will be able to:

- Recognize the differences between fiction and nonfiction texts.
- Recognize the nonfiction text structures.
- Utilize various nonfiction text features to determine main idea and inference.
- Determine meaning of words using context clues.
- Examine multiple nonfiction articles and identify how the information is organized.
- Use multiple texts to become more knowledgeable about a topic.
- Distinguish between fact and opinion.
- Explain how an author can use both fact and opinion to support their topic.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will independently read and comprehend a variety of nonfiction, while accurately applying the skills and concepts covered in the unit.

## Stage 3: Activities

### Potential Teaching Points

<p><b><u>Bend One</u></b> <i>Learning Goal:</i></p> <p>Non-Fiction Text Has Unique Purposes &amp; Features That Help Readers Navigate the Book</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers can distinguish between fiction and nonfiction by noticing the features of each kind of text so that they can prepare themselves for the kind of reader they need to be.</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers of nonfiction rev up their minds for reading by reading the title and subtitles, looking over chunks of the text, and thinking about what the story is mostly about so that they set a purpose for reading.</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers of nonfiction summarize little chunks of text by pausing and asking themselves, "What did I just read?" so that they focus their reading.</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers of nonfiction find the topic of a section and the subtopic or smaller part of the topic by analyzing the information presented so that they can keep track of the information the author is presenting. (pg. 224 <i>The Reading Strategies Book</i>)</p>
<p><b><u>Bend Two</u></b></p>	<p><b><u>Lesson Five:</u></b></p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p>



<p><i>Learning Goal:</i> Readers Identify the Main Ideas and details in a nonfiction text and consider text structures to gain better comprehension.</p>	<p><b>Teaching Point:</b> Readers of nonfiction determine the main idea and supporting details by focusing on one section and listing several facts and thinking “What is this section mostly about?” so that they can determine the importance of the text. (p.232 <i>The Reading Strategies Book</i>)</p>	<p>Readers of nonfiction understand that a main idea is more than a topic by asking themselves “What?” and “So What” so that they can determine the importance of the text. (p. 237 <i>The Reading Strategies Book</i>)</p>	<p>Readers of nonfiction notice and use the structures of non-fiction texts to construct meaning so that they gain deeper understanding of the texts they read. (Compare/Contrast) (p. 240 <i>The Reading Strategies Book</i>)</p>	<p>Readers of nonfiction notice and use the structures of non-fiction texts to construct meaning so that they gain deeper understanding of the texts they read. (Cause/Effect) (p. 240 <i>The Reading Strategies Book</i>)</p>
<p><b>Bend Two Continued</b> <i>Learning Goal:</i> Readers Identify the Main Ideas and details in a nonfiction text and consider text structures to gain better comprehension.</p>	<p><b>Lesson Nine:</b> <b>Teaching Point:</b> Readers of nonfiction notice and use the structures of non-fiction texts to construct meaning so that they gain deeper understanding of the texts they read. (problem/solution) (p. 240 <i>The Reading Strategies Book</i>)</p>	<p><b>Lesson 10:</b> <b>Teaching Point:</b> Readers of nonfiction notice and use the structures of non-fiction texts to construct meaning so that they gain deeper understanding of the texts they read. (Main Idea/Details/Description) (p. 240 <i>The Reading Strategies Book</i>)</p>	<p><b>Lesson 11:</b> <b>Teaching Point:</b> Readers of nonfiction notice and use the structures of non-fiction texts to construct meaning so that they gain deeper understanding of the texts they read. (Chronological Order/sequence/) (p. 240 <i>The Reading Strategies Book</i>) <b>End of Bend Two</b></p>	<p><b>Lesson 12:</b> <b>Teaching Point:</b> <b>Start of Bend Three</b> Readers of nonfiction demonstrate their understanding of a text by summarizing key ideas so that</p>
<p><b>Bend Three</b> <i>Learning Goal:</i> Readers Summarize and Synthesize New Information</p>	<p><b>Lesson 13:</b> <b>Teaching Point:</b> Readers of nonfiction demonstrate their understanding by asking themselves six main questions: Who? What? When? Where?</p>	<p><b>Lesson 14:</b> <b>Teaching Point:</b> Readers of nonfiction texts think about the main points the author wants them to remember by prioritizing important details in a text so</p>	<p><b>Lesson 15:</b> <b>Teaching Point:</b> Readers of nonfiction know how to integrate information from two texts on the same topic or subject by thinking about the big ideas from both</p>	

	<p>Why? and How? so that they are able to draw conclusions based upon the key ideas and details. <i>Reading Fundamentals Nonfiction Unit Lesson 8</i></p>	<p>that they can summarize the key ideas. <i>Reading Fundamentals Nonfiction Unit Lesson 9</i></p>	<p>articles so that they deepen their understanding of the topic. <i>Reading Fundamentals Nonfiction Unit Lesson 10</i></p>	
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**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

L.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

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

- A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.

- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
  - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.\*
  - B. Choose punctuation for effect.\*
  - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- 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.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Transfer Goal:**

Students will be able to independently use their learning to participate in book discussions with others in which they learn about facing obstacles and relating to characters through reading.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- People are impacted by time, place, and events.
- Different perspectives exist for the same event

**Essential Questions:**

- How are we impacted by the people, places, and time in which we live?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Historical fiction is related to actual historical events the reader has never experienced.
- Historical time period/event of a text impacts the elements within the story (setting, characters, problem, solution, and dialogue).
- Characters have different points of view.
- The difference between first and third person perspective.
- Characters are entangled in historical and social issues.
- Themes recur across texts and times.

**Students will be able to:**

- Summarize a text while identifying the themes of the story
- Determine the themes of the story and connect with their own lives
- Identify the historical time period/event of a text and its impact on the story elements (i.e. setting, emotional atmosphere, dialogue, problem, solution)
- Analyze the different points of view and 'lenses' through which different characters see the world and times around them
- Develop (reconstruct) a theory of how the story would have been told differently from another perspective (including first- and third-person narrations)
- Synthesize details about characters, setting, and events in order to create theories about the time period
- Evaluate the relationship between the main character and historical events

- Support their theories in conversations – referring to details and examples in the text
- Scrutinize characters’ behaviors
- Determine word meaning of unknown words by using context clues
- Integrate information from two nonfiction texts on the same topic to grow their understanding of the time period of their historical fiction text – matching events in a time period with events from historical fiction texts (creating a historical timeline to compare w/a character’s personal timeline) and supporting their theories further Use primary sources as references to experience and envision first-hand the events in the associated historical fiction text
- Support book club members in interpreting texts and deepening members’ ideas about their reading

## Stage 2: Acceptable Evidence

### Transfer Task

Students will be able to conduct and take part in conversations about their book in club selections.

## Stage 3: Activities

### Potential Teaching Points

<p><b><u>Bend One</u></b> <i>Learning Goal:</i></p> <p>Tackling Complex Texts With Book Club Partners</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers of NF need to research the historical time period prior to reading in order to have a better understanding of the book</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b></p> <p>Begin Book Clubs. HF readers know members of a club do a few important things: -First, members take care of each other. They let each other know that everyone is important to the group and that everyone is supported by the group.</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <p>Readers know that sometimes in historical fiction books, the story does not happen sequentially. Sometimes the story goes back to events that have already occurred, earlier in the story or <u>even</u> before the story began.</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF know about a historical fiction timeline, especially with the main character - a timeline that is a personal narrative or plotline- and there is a historical timeline of the big historical events. HF readers understand that the two go hand in hand.</p>
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		<p>-Secondly, members come up with a constitution of sorts. They decide how their club will run, what rules the group will follow, and how they should behave during their meetings.</p> <p>-Thirdly, members brainstorm a reading schedule or plan and decide how many pages to read each day so as not to get ahead of their members in a book.</p>	(Flashbacks, Look ahead, Normal time)	To understand a character, a person, we have to get to know not only the person's personal timeline but also the historical timeline that winds in and out of the personal timeline.
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i> Interpreting Complex Texts</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF readers stop and think to go over what they have read, and to let a bigger idea begin to grow in his/her mind. In groups, HF readers discuss "What part has stuck out to you so far?" "How is this important to the plotline of the text?"</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF readers use setting clues to better understand the 1) time period and 2) character(s)</p> <p>They infer what the character is feeling by looking at 1) emotions, 2) dialogue and 3) actions</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF book clubs grow ideas about characters by writing "long," and comparing notes. Write about the big details, yet focus on the smallest details and objects.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF readers determine "turning points" in the story. Students discuss these turning points with their book clubs, and focus their post-its on pivotal points.</p>
<p><b><u>Bend Three</u></b> <i>Learning Goal:</i> Digging Deeper Into Complex Text</p>	<p><b><u>Lesson Nine:</u></b> <b><u>Teaching Point:</u></b></p> <p>Historical Fiction readers understand that they should also focus on seeing a story through the perspective of other characters (secondary characters, etc.). If HF readers</p>	<p><b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b></p> <p>(Optional - if resources are available)</p> <p>HF readers use Non Fiction books to learn more about the time period surrounding their book.</p>	<p><b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF readers think about the theme of the story. (Most themes can be pulled out of the problem within the time period.) Readers write a response in their reading notebook about</p>	<p><b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b></p> <p>HF readers think about how the book may have affected them. Readers understand that they can learn from characters in books, just as we learn from people in our lives. Many characters in HF books face</p>

	<p>try to think about and to see a story through the eyes of someone whose perspective is not shown, this—like trying to see the school through the eyes of a bird—gives us a new way of seeing, and more importantly, of thinking.</p>		<p>the theme of the book. Students may hold a discussion with their book clubs prior to writing.</p>	<p>hardship and have to make choices that aren't easy. HF readers know they can learn from the moments of choice that characters face. (Possible response topic ^)</p>
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<b>Reading Unit Title / Topic:</b> Poetry	<b>Unit Duration:</b> 4 weeks
<b>Stage 1: Desired Results</b>	
<p><b>Established Goals:</b></p> <p><b>New Jersey Student Learning Standards (NJSLs) for English</b></p> <p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p style="padding-left: 20px;">B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 20px;">C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p style="padding-left: 20px;">D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	

- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Transfer Goal:

Students will be able to independently use their learning to apply specific reading skills and strategies to unlock the meaning of poems and build their understanding of poetry as a genre.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Poetry can generate feelings, emotions, and descriptions in a concise way.

#### Essential Questions:

- What makes a poem great?
- How is poetry the same or different than other genres?

### Acquisition of Knowledge & Skills

#### Students will know:

- Rhyme, alliteration, and onomatopoeia impact the way a poem is read and understood.
- Recognizing the tone of a poem will help them uncover the poet's attitude toward the subject or topic he or she chose as the big ideas of the poem and as a result, deepen their understanding of the poem.
- Questioning and connecting with the feelings a poet creates with words, leads them to discover the mood of a poem.
- Reading a poem from beginning to end and then reading it again will help them get the "big idea" or a sense of what the poem is mostly about without knowing the meaning of each word.
- Revisiting and gathering more information by moving forward helps clarify understanding.
- Connecting to the author's purpose will help students determine the meaning or message embedded in the poem.

#### Students will be able to:

- Examine the features and structural elements associated with poetry in order to heighten their understanding when they read in the genre.
- Use context clues and prior knowledge to better understand unfamiliar words or phrases.
- Connect sensory images the words of a poem create in their mind and use these images to read with understanding.
- Read a poem and determine the big idea.
- Stop and reread or read on when meaning breaks down.
- Compare, contrast, and draw conclusions about two poems by examining how the structural elements of each poem affect the reading and can help clarify understanding for the readers.
- Use rhyme scheme or pattern of a poem to help unlock unfamiliar words and learn what the poem is mostly about.
- Infer the mood and message of a poem by examining the visual images a poet creates.
- Identify the author's purpose for writing the poem.

## Stage 2: Acceptable Evidence



## Transfer Task

Students will accurately read and comprehend grade level poetry.

### Stage 3: Activities

#### Potential Teaching Points

Helpful resource-[http://schools.nyc.gov/documents/teachandlearn/Poems\\_to\\_Play\\_With\\_in\\_Class\\_final.pdf](http://schools.nyc.gov/documents/teachandlearn/Poems_to_Play_With_in_Class_final.pdf)

<p style="text-align: center;"><b><u>Bend One</u></b> <i>Learning Goal:</i> Finding the Meaning and Message</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b>  Readers infer the message or meaning of a poem by reading the title and illustration and thinking about how the words go with the title so they can think “what is the poet really trying to say here?”</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b>  Readers infer the message or meaning of a poem by thinking about how the poem fits into a collection on a page, in a chapter or in a book so they can think “what is the poet really trying to say here?”</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b>  Readers infer the message or meaning of a poem by thinking about who is talking, what is the subject, and what is the perspective so they can think “what is the poet really trying to say here?”</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b>  Readers infer the message or meaning of a poem by thinking what is the mood or tone the author is trying to evoke so they can think “what is the poet really trying to say here?”</p>
<p style="text-align: center;"><b><u>Bend Two</u></b> <i>Learning Goal:</i> Making the Movie</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b>  Readers envision by using sensory details to help them create a vivid picture in their minds.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b>  Readers envision by paying attention to comparisons (metaphors and simile) to help them create a vivid picture in their minds.</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b>  Readers envision by paying attention to descriptive or precise adjectives and verbs to help them create a vivid picture in their minds.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b>  Readers envision by paying attention to double entendre and puns to help them create a vivid picture in their minds.</p>
<p style="text-align: center;"><b><u>Bend Three</u></b> <i>Learning Goal:</i> Making the Music</p>	<p><b><u>Lesson Nine:</u></b> <b><u>Teaching Point:</u></b>  Readers read poems fluently by noticing when there is a rhyme or assonance so that they give the poem musicality</p>	<p><b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b>  Readers read poems fluently by noticing when there is a rhythm, beat, or cadence so</p>	<p><b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b>  Readers read poems fluently by noticing when there is line breaks and whitespace so that they give the poem musicality</p>	<p><b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b>  Readers read poems fluently by noticing when there is alliteration, repetition, or</p>

		that they give the poem musicality		onomatopoeia so that they give the poem musicality
<p><b><u>Bend Four</u></b>  <i>Learning Goal:</i>  Making Movement</p>	<p><b><u>Lesson 13:</u></b>  <b><u>Teaching Point:</u></b>  Readers perform poems by sharing in the reading of poems with two voices so that they can bring the poem to life.</p>	<p><b><u>Lesson 14:</u></b>  <b><u>Teaching Point:</u></b>  Readers perform poems by moving and gesturing to the rhythm so that they can bring the poem to life.</p>	<p><b><u>Lesson 15:</u></b>  <b><u>Teaching Point:</u></b>  Readers perform poems by acting out the subject or topic so that they can bring the poem to life.</p>	<p><b><u>Lesson 16:</u></b>  <b><u>Teaching Point:</u></b>  Readers celebrate poetry by performing favorite poems or original poems as a learning community.</p>

**Reading Unit Title / Topic:** Critical Reading with an Eye  
Towards Social Issues

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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

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

A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

B. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

SL.4.6. 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.

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

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

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

A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

E. Form and use prepositional phrases.

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.\*
  - Choose punctuation for effect.\*
  - 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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - 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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Transfer Goal:**

Students will be able to independently use their learning to

- focus on critical social issues and themes across texts students that will strengthen their reading lives
- analyze how an author presents an issue, and how characters react and respond to challenges.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Thinking critically about text(s) can help me gain new understanding about themes.
- Being aware of changes within a character and their response to challenges can help me interpret complex text.
- Thinking about an author’s or narrator’s viewpoint can influence my understanding of the text.
- Others’ ideas add meaning to my own, for the purpose of debate, critical analysis and developing strong arguments

**Essential Questions:**

- How do we interpret and analyze social issues and themes?
- How do discussions with peers help me think critically about text, and grow new ideas?

**Acquisition of Knowledge & Skills**

### **Students will know:**

- Readers read with a critical lens by thinking about and gathering information about social issues in their texts
- Readers study the characters and their issues in their texts, and build stamina and independence in their book talk conversations
- Readers make and revise interpretations, make connections across texts, and will reflect on how their growing knowledge about social issues will enable them to be stronger members of the classroom community
- Readers distinguish between a problem and a social issue
- Readers think about the many social issues that people face in the world
- Readers think about the many social groups that exist in the world
- Readers revisit books and reread them with critical lenses
- Readers read with a critical lens in order to become more informed about an issue
- Readers consider that there are often two sides to an issue
- Readers carry their thinking about the social issue they are studying as they move from one text to another
- Readers revise their thinking about their social issues after listening to someone else's ideas

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

- make connections and revise interpretations across texts,
- recognize social issues by revisiting books that they have read so that they can learn about issues that exist in the world and in our lives.
- choose lenses through which to view text and life by reading critically so that they can understand the people in our books and in our world.
- have conversations with other readers by identifying issues they've read about in books so they can better understand similar issues people struggle with.
- understand social issues better by asking probing questions so that they gain a deeper understanding of the issue(s).
- identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue so that they better understand the book, characters, and real life issues.
- learn about issues in our world and in our lives by studying the characters in our books closely so that they learn more about the issues in our world and in the world of the character(s).
- understand the issues that exist in our world and in our lives by looking at characters' reactions to the issues they face so that they understand that everyone reacts differently to problems and social issues.
- identify crucial scenes by noticing when something important happens in the plot so they can deepen their understanding of social issues.
- understand that a book has more than one issue by interpreting what the main issues and smaller ones are so that they can understand that not all issues have the same weight in the book.
- deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books so that they can become stronger thinkers and readers.
- understand the issues in their books by asking which groups are around them and which groups do they belong to so that they understand that people are shaped by the groups they associate with.

- learn about the issues in books by looking at who holds the power in a book so that they realize power comes in many forms (i.e who is stronger; who has control; who wants control; who makes the decisions, etc.)
- challenge the text by imagining what could have happened differently for the character if they had belonged to a different group so that they can gain an even better understanding of the characters and our author.
- add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts so that they can grow their thinking .
- get a deeper understanding of a topic by reading multiple sources of information on the same topic so that they can grow their knowledge of an issue and share what they have learned with others.

## Stage 2: Acceptable Evidence

### Transfer Task

Students actively engaged in conversations that identify issues they read about in books and how it relates to the world around them.

## Stage 3: Activities

### Potential Teaching Points

<p align="center"><b>Bend One</b> <b>Learning Goal:</b> Reading Can Teach us About Issues That Exist in the World and in Our Lives</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Critical readers recognize social issues by revisiting books that they have read so that they can learn about issues that exist in the world and in our lives.</li> <li>● Social Issues: A social issue refers to</li> </ul>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Critical readers will choose lenses through which to view text and life by reading critically so that they can understand the people in our books and in our world.</li> <li>● Explanation - Earlier in the year we talked</li> </ul>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Critical thinkers have conversations with other readers by identifying issues they've read about in books so they can better understand similar issues people struggle with.</li> </ul>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>● Critical readers understand social issues better by asking probing questions so that they gain a deeper understanding of the issue(s).</li> <li>● Explanation - A probing question is a lot more complex that</li> </ul>
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	<p>any issue that affects more than one person</p>	<p>about using lenses as we read. Kind of like a detective who use a special lens called a magnifying glass or a hunter using binoculars or an astronaut using a telescope. We as readers need to choose which lens we will using to read critically, viewing the text for “Social Issues.”</p>		<p>yes, no answers, or who, what, when and where. They are deeper than that. When I hear the word prob, I think of a doctor that probs your stomach looking for problems, sometimes they have to push really hard to see if things are in the right place. It can even hurt a little, ok a lot, but the doctor does this to make sure everything is alright. As readers we too need to ask probing questions, it’s not always easy, but it leads us to such a deeper understanding, than when we just ask surface questions</p>
<p><b><u>Bend One (Continued)</u></b>  <b><i>Learning Goal:</i></b>  Reading Can Teach us About Issues That Exist in the World and in Our Lives</p>	<p><b><u>Lesson Five:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the</li> </ul>	<p><b><u>Lesson Six:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers learn about issues in our world and in our lives by studying the characters in our books closely so that they learn more about</li> </ul>	<p><b><u>Lesson Seven:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face so that they</li> </ul>	<p><b><u>Lesson Eight:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers learn to identify crucial scenes by noticing when something important happens in the plot so they can deepen their</li> </ul>

	book is teaching about this issue so that they better understand the book, characters, and real life issues.	the issues in our world and in the world of the character(s).	understand that everyone reacts differently to problems and social issues.	understanding of social issues.
<p align="center"><b><u>Bend Two</u></b>  <i>Learning Goal:</i>  Reading With a Lens and Talking Back to the Text</p>	<p><b><u>Lesson Nine:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers understand that a book has more than one issue by interpreting what the main issues and smaller ones are so that they can understand that not all issues have the same weight in the book.</li> </ul>	<p><b><u>Lesson 10:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books so that they can become stronger thinkers and readers.</li> </ul> <p align="center"><b><u>End of Bend One</u></b></p>	<p><b><u>Lesson 11:</u></b>  <b><u>Teaching Point:</u></b></p> <p><b><u>Start of Bend Two</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers better understand the issues in their books by asking others around them that groups they identify themselves with, so that they understand that people are shaped by the groups they associate with.</li> </ul>	<p><b><u>Lesson 12:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers learn about the issues in books by looking at who holds the power in a book so that they realize power comes in many forms (i.e who is stronger; who has control; who wants control; who makes the decisions, etc.)</li> </ul>
<p align="center"><b><u>Bend Two</u></b>  <i>Learning Goal:</i>  Reading With a Lens and Talking Back to the Text</p>	<p><b><u>Lesson 13:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers can and should challenge the text by imagining</li> </ul>	<p><b><u>Lesson 14:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers add to or change their personal perspectives</li> </ul>	<p><b><u>Lesson 15:</u></b>  <b><u>Teaching Point:</u></b></p> <ul style="list-style-type: none"> <li>• Critical readers of social issues texts get a deeper</li> </ul>	



	<p>what could have happened differently for the character if they had belonged to a different group so that they can gain an even better understanding of the characters and the author.</p>	<p>by being receptive to new ideas or information presented in nonfiction texts so that they can grow their thinking .</p>	<p>understanding of a topic by reading multiple sources of information on the same topic so that they can grow their knowledge of an issue and share what they have learned with others.</p>	
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# Writing Units of Study

**Writing Unit Title / Topic:** Launching Writerly Life

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for English

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- D. Provide a conclusion related to the opinion presented.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

SL.4.4. 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.

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

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

- A. Choose words and phrases to convey ideas precisely.\*
- B. Choose punctuation for effect.\*

- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- 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.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Transfer Goal:

Students will independently use their learning to progress through the writing process by actively and accurately engage in the activities and routines practiced in the writing workshop.

### Meaning

#### Students will understand that:

*Students will understand that:*

- Writers reflect on their life and observe the world around them.
- Good writers write often.
- Writers write for various purposes.
- Effective writers write and publish by going through the writing process.
- Writers focus on one small idea.
- Writers organize their ideas.
- Writers self reflect and set future writing goals.

#### Essential Questions:

- Where do writers get ideas for writing?
- What strategies do good writers use?
- How does selfselection and reflection impact growth as a writer?
- How do good writers use their personal memories/lives to incorporate details in their writing?
- What are the steps to the writing process?
- How do writers collect and organize their work and ideas?
- How does reflection guide writers?

### Acquisition of Knowledge & Skills

#### Students will know:

- Writer's workshop is structured through mini-lessons, independent writing, conferencing, peer editing, and sharing.
- A Writer's Notebook is essential for gathering and collecting ideas for writing.
- Different strategies are used to generate ideas for writing; such as brainstorming ideas based on special people, places, first and last times, and strong feelings they have experienced in their lives.
- Peer discussion and teacher conferencing is important to determine which seed ideas should be further developed.
- Writing is a process that involves brainstorming, drafting, revising, editing, and publishing.

#### Students will be able to:

- become acquainted with the structure of writing workshop so that they understand the expectations and how to be successful. (mini lesson; writing time; conference; share)
- think about ways to set up their notebooks so that they have room to not only write, but to revise and edit. (skipping lines; writing on every other page; etc.)
- plan for when they think they finish a piece of writing so that they can manage their time efficiently. (use the editing checklist; start a new story; illustrate an important part of the story, etc.)

- Authors use different strategies or formats to organize and plan the structure of their stories.
- A lead hooks the reader by grabbing their attention to the writing.
- Authors use different strategies to create effective leads such as action, setting, onomatopoeia, strong feeling, dialogue, questions and description.
- Authors recognize the importance of creating a satisfying ending to their stories. Editing helps improve our writing

- set goals in order to push themselves to write long and strong and to keep writing for the entire period so that they build stamina.
- generate ideas for writing by thinking of a person, place, or thing that is of special importance to them so that they have something meaningful to write about.
- generate ideas for writing by making personal connections to mentor texts so that they have something meaningful to write about.
- think about the first or last time something happened to them so that they can find heartfelt stories to write about.
- zoom in on a small moment so that their writing is focused.
- create a story arc so that they are able to structure their story in a way that makes sense to the reader.
- tell their stories in scenes rather than summaries so that writers can choose the most important events in a story.
- visualize their stories and write bit by bit using all their senses so that their stories come alive on the page.
- choose one entry that matters to them and visualize that story by keeping a mental movie in their head so that they can write fast and furious and get their story out. (flash draft)
- remember strategies they learned in the past about how to begin a story and they utilize those strategies so that they can edit and revise their piece effectively.
- use editing checklists to remind them of strategies they can use to edit their writing so that their writing is exactly how they intend it to be for readers.
- make a final copy and celebrate by sharing their stories with other writers so that they can recognize their accomplishment.

## Stage 2: Acceptable Evidence

### Transfer Task

Observation of student actions and behaviors during the writing workshop.

## Stage 3: Activities

## Potential Teaching Points

<p style="text-align: center;"><b><u>Bend One</u></b> <i>Learning Goal:</i> Understanding WW Routines</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers become acquainted with the structure of writing workshop so that they understand the expectations and how to be successful. (mini lesson; writing time; conference; share)</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers think about ways to set up their notebooks so that they have room to not only write, but to revise and edit. (skipping lines; writing on every other page; etc.)</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers have a plan for when they think they finish a piece of writing so that they can manage their time efficiently. (use the editing checklist; start a new story; illustrate an important part of the story, etc.)</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers set goals in order to push themselves to write long and strong and to keep writing for the entire period so that they build stamina.</p>
<p style="text-align: center;"><b><u>Bend Two</u></b> <i>Learning Goal:</i> Generating Ideas for Personal Narratives</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers generate ideas for writing by thinking of a person, place, or thing that is of special importance to them so that they have something meaningful to write about.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers generate ideas for writing by making personal connections to mentor texts so that they have something meaningful to write about.</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers think about the first or last time something happened to them so that they can find heartfelt stories to write about.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers zoom in on a small moment so that their writing is focused.</p>
<p style="text-align: center;"><b><u>Bend Three</u></b> <i>Learning Goal:</i> Qualities of Good Writing: Focus, Detail, and Structure</p>	<p><b><u>Lesson Nine:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers create a story arc so that they are able to structure their story in a way that makes sense to the reader.</p>	<p><b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers tell their stories in scenes rather than summaries so that writers can choose the most important events in a story.</p>	<p><b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers visualize their stories and write bit by bit using all their senses so that their stories come alive on the page.</p>	<p><b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers choose one entry that matters to them and visualize that story by keeping a mental movie in their head so that they can write fast and furious and get their story out. (flash draft)</p>

<p><b><u>Bend Four</u></b>  <i>Learning Goal:</i>  Quick Publish</p>	<p><b><u>Lesson 13:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Writers remember strategies they learned in the past about how to begin a story and they utilize those strategies so that they can edit and revise their piece effectively.</p>	<p><b><u>Lesson 14:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Writers use editing checklists to remind them of strategies they can use to edit their writing so that their writing is exactly how they intend it to be for readers.  (Day 1 of 2)</p>	<p><b><u>Lesson 15:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Writers use editing checklists to remind them of strategies they can use to edit their writing so that their writing is exactly how they intend it to be for readers.  (Day 2 of 2)</p>	<p><b><u>Lesson 16:</u></b>  <b><u>Teaching Point:p</u></b></p> <p>Writers make a final copy and celebrate by sharing their stories with other writers so that they can recognize their accomplishment.</p>
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**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

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

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

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

SL.4.4. 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.

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

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

- A. Choose words and phrases to convey ideas precisely.\*
- B. Choose punctuation for effect.\*
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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



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

### Transfer Goal:

Students will be able to independently use their learning to generate personal narratives by using various writin

## Meaning

### Enduring Understandings:

*Students will understand that:*

- People write for a variety reasons including sharing a personal story and teach others.
- Personal narratives focus on a small moment in our own lives and follow a specific structure.
- Ideas for personal narratives come from a variety of places including past experiences.
- Writers capture meaningful moments in life by showing not just telling what happened.
- Writers use a variety of tools including dialogue and telling stories in scenes rather than summaries to craft engaging and vivid text.
- Having a clear ending, middle and end provides clear structure to your writing.

### Essential Questions:

- Why do people write?
- What is a personal narrative?
- Where do ideas for personal narratives come from?
- How do writers capture meaningful moments in life?
- What tools do writers use to craft engaging, vivid text?
- How can I structure my writing?

## Acquisition of Knowledge & Skills

### Students will know:

- Writing Workshop is composed of mini-lessons, independent writing, conferencing, peer editing, and sharing.
- The process of writing involves brainstorming, drafting, revising, editing, and publishing.
- A writer's notebook is a tool for developing narratives.
- Personal narratives are based on small moments rather than large topics
- Personal narratives are written in first person and organized chronologically.

### Students will be able to:

- Use mentor texts to guide writing.
- Reflect on their life experiences.
- Write a personal narrative using the writing process.
- Construct a time line or story arc to plan their writing.
- Craft powerful leads and endings.
- Use dialogue and descriptions to develop their narratives.
- Apply editing skills and use editing checklists to improve their writing.

- There are many strategies used to generate ideas for writing: thinking of special people, places, things; remembering first and last times and strong feelings they have experienced in their lives.
- Writers hook their reader by grabbing their attention with a strong lead (onomatopoeia, action, strong feeling, dialogue, questions, setting, description, etc.)
- Writers create powerful endings (surprise ending, circular endings, thought/feeling; lesson learned, etc.)
- Writers use mentor texts to support their writing.

## Stage 2: Acceptable Evidence

### Transfer Task

Student written personal narrative.

## Stage 3: Activities

### Potential Teaching Points

<p><b><u>Bend One</u></b> <i>Learning Goal:</i></p> <p><b><i>Generating Ideas of Greater Meaning &amp; Significance</i></b></p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers generate greater ideas for personal narratives by thinking of <b>turning points and milestones</b> so that they can remember and relive those moments.</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers generate greater ideas for personal narratives by thinking of <b>moments of new learning or big accomplishments</b> (life lessons, overcoming fears, accomplishments that took long) so that they can remember and relive those moments.</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers generate greater ideas for personal narratives by thinking of <b>moments in their life connected to literary themes (courage, loss, self-discovery, perseverance, etc)</b> so that they can remember and reflect on those moments.</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers generate greater ideas for personal narratives by thinking moments they <b>wish they could relive or forget forever</b> so that they can reflect on those moments.</p>
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i></p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b></p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p>

<p><b>Selecting, zooming in and Planning</b></p>	<p>Writers select their idea for publication by thinking of the what &amp; why so that they can zoom in and plan with a journey in mind.</p> <ul style="list-style-type: none"> <li>• Why is this moment important to me?</li> <li>• Why did I choose it?</li> <li>• What do I want to show people?</li> <li>• What does it say about me as a person?</li> </ul>	<p>Writers plan by creating a double timeline or story mountain of events so that their writing is focused.</p> <ul style="list-style-type: none"> <li>• Double time line includes external events and internal feelings</li> <li>• Story mountain builds the events with building tension in mind</li> </ul> <p>Begin by thinking of strong feelings throughout and where the heart of the story is...then rehearse a few different timelines or mountains before committing to the plan</p> <p>Mentor texts: Eleven (short story) Those Shoes</p>	<p>Writers plan by placing each plot of their time line across pages of their notebook and begin to collect the details.</p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Sensory Detail</li> </ul>	<p>Writers plan by collecting the external details of the <b>main and secondary characters</b>.</p> <ul style="list-style-type: none"> <li>• Actions</li> <li>• Dialogue</li> </ul>
<p><b>Bend Three</b> <i>Learning Goal:</i></p> <p><b>Developing a small moment through the art of storytelling</b></p>	<p><b>Lesson Nine:</b> <b>Teaching Point:</b></p> <p>Writers plan by collecting the internal details of the main and secondary characters.</p> <ul style="list-style-type: none"> <li>• Internal Thoughts</li> <li>• Feelings</li> </ul>	<p><b>Lesson 10:</b> <b>Teaching Point:</b></p> <p>Writers begin with a lead that captures the reader's attention and brings the reader right into the moment</p> <ul style="list-style-type: none"> <li>• Direct Action, Dialogue, Thought, Setting Description, Onomatopoeia,</li> </ul>	<p><b>Lesson 11:</b> <b>Teaching Point:</b></p> <p>Writer's draft using a variety of sentence beginnings and transitional phrases (later that day, not before long, moments later...)</p> <ul style="list-style-type: none"> <li>• Include an anchor chart of transitions and temporal phrases</li> </ul>	<p><b>Lesson 12:</b> <b>Teaching Point:</b></p> <p>Writer's draft using a variety of sentence lengths by combining sentences with conjunctions so that their writing has a rhythm and voice.</p>

		Feeling, Reflection, etc.		
<b>Bend Four</b> <i>Learning Goal:</i>	<b>Lesson 13:</b> <b><u>Teaching Point:</u></b>  Writer's draft/revise their endings by leaving the readers with a strong feeling. <ul style="list-style-type: none"> <li>● Reflection, Direct Action, Dialogue, Thought, Setting Description, Onomatopoeia, Feeling, or circle back to the introduction</li> </ul>	<b>Lesson 14:</b> <b><u>Teaching Point:</u></b>  Writers revise dialogue tags and insert landmarks of setting to keep the reader oriented (shouted from the kitchen...called from the living room, etc)	<b>Lesson 15:</b> <b><u>Teaching Point:</u></b>  Writers revise by being more specific with adjectives and using adjectives to describe nouns, using vivid verbs, and proper nouns rather than generalize (use exact names) to help the reader visualize.	<b>Lesson 16:</b> <b><u>Teaching Point:</u></b>  Writers edit and publish.

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

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

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

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

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

- A. Choose words and phrases to convey ideas precisely.\*
- B. Choose punctuation for effect.\*

- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- 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.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Transfer Goal:**

Students will be able to independently use their learning to understand that writers generate ideas for fictional stories by paying attention to everyday moments and issues in their lives, in order to become successful life-long writers.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Realistic Fiction is narrative based on real-life topics
- Writers might get ideas for stories by imagining books they wish existed in the world.
- Sharing personal experiences help to better understand each other.
- Fiction writers need to choose a seed idea, (a story idea) and then begin to develop characters by creating internal and external traits.

**Essential Questions:**

- What is realistic fiction?
- How does writing fiction help us become better readers of fiction?
- Why do we share personal experiences?
- What do we learn from reading other people’s writing?
- How do authors develop characters in their writing?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Fiction writers get ideas from everyday experiences, past writing, and books that they wish existed.
- Fiction writers create characters by developing traits, struggles, and motivations that are believable.
- Fiction writers study mentor texts to create leads, settings, and endings.
- Fiction writers develop a protagonist and secondary characters.
- Story arcs represent traditional story structures.
- Writing scenes for a fiction story is the same as writing small moment stories.

**Students will be able to:**

- Generate realistic fiction based ideas using notebook entries, personal experiences and ideas.
- Work in partnerships, groups and with their teacher to express their ideas clearly.
- Create a list of their characters’ internal and external traits to develop complex and realistic characters.
- Develop a story arc to sketch out possible story lines.
- Use mentor texts to guide writing.
- Develop powerful leads and endings.
- Compose multiple scenes that incorporate skills learned from writing personal narratives.

- Generate a coherent realistic fiction story using planning, revising and editing.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will compose realistic fiction stories that include all story elements (character, setting, problem, solution, beginning, middle, end) that fulfill grade four related standards.

## Stage 3: Activities

### Potential Teaching Points

<p><b><u>Bend One</u></b>  <i>Learning Goal:</i>  <b><i>Collecting Ideas, Rehearsing Our Writing, and Learning to live Inside the World of Our Story as it Develops</i></b></p>	<p><b><u>Lesson One:</u></b>  <b><u>Teaching Point:</u></b>          We get ideas for fiction, just as we get ideas for personal narratives and essays, by paying attention to the moments and issues in our own lives.</p>	<p><b><u>Lesson Two:po</u></b>  <b><u>Teaching Point:</u></b>          Writers know they can look at the blurbs on the back of books and let those story ideas spark their own by changing characters,setting, and even parts of the problem the blurb describes.</p>	<p><b><u>Lesson Three:</u></b>  <b><u>Teaching Point:</u></b>          Writers collect ideas for stories not only by finding bits of life or entries that could grow into whole stories, but also by paying attention to the stories we wish existed in the world. Sometimes we get ideas for stories by thinking, "How can I write a story for people like me, so we can see ourselves in books?"</p>	<p><b><u>Lesson Four:</u></b>  <b><u>Teaching Point:</u></b>          Every fiction writer needs to know what his or her characters want, what they yearn for, and what keeps these characters from getting what they want.</p> <p>We develop our characters, we draft possible story mountains. It is the fiction writer's job to make every part so interesting that the reader can't wait to turn the page. We make the problem worse and worse through the story. Story mountains can help you do that because they remind you that you have to keep giving the characters something that</p>
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				makes it harder and harder to climb toward their goal
<p><b><u>Bend Two</u></b>  <i>Learning Goal:</i>  <b>Drafting that Leads Quickly to Revising, and Revising Using All We Know to Bring Out the Heart of Our Stories</b></p>	<p><b><u>Lesson Five:</u></b>  <b><u>Teaching Point:</u></b></p> <p>When we want to create a scene, we are creating drama. We sometimes use a line of dialogue—we make a character talk. Or we describe a small action—we make the character move or react physically to what is going on in the scene.</p>	<p><b><u>Lesson Six:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Before writers actually get going on a draft, we think a lot about ways to make a draft into a really good story. But once we're actually in the midst of the story, most of us try, above all, to lose ourselves in the story. We become the characters, and writing is a bit like a drama, happening to us.</p>	<p><b><u>Lesson Seven:</u></b>  <b><u>Teaching Point:</u></b></p> <p>We need to be sure to "turn on the lights" in our stories We need to show the place and time, so that our readers don't have a disoriented feeling, asking, "wait, where is this? What's going on?"</p>	<p><b><u>Lesson Eight:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Writers imagine ways the physical setting can reflect the internal setting (feelings) of the character. If our character is feeling agitated and distraught we may describe the physical setting in the same way. Writing details can create a chaotic environment.</p>
<p><b><u>Bend Three</u></b>  <i>Learning Goal:</i>  <b>Editing and Getting Ready for Publication</b></p>	<p><b><u>Lesson Nine:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Before or after you edit your draft for other concerns—paragraphing, punctuation, and so forth—you will want to check your spelling. Usually this means eyeing each word and thinking, "Does this look right?"</p>	<p><b><u>Lesson 10:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Revise and Editing  Peer Editing with a checklist  Teacher/Student conferences  (Day 1 of 2)</p>	<p><b><u>Lesson 11:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Revise and Editing  Peer Editing with a checklist  Teacher/Student conferences  (Day 2 of 2)</p>	<p><b><u>Lesson 12:</u></b>  <b><u>Teaching Point:</u></b></p> <p>Publishing (varies in each individual classroom).</p>





## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

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

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

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

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

- A. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Use correct capitalization.
  - B. Use commas and quotation marks to mark direct speech and quotations from a text.
  - C. Use a comma before a coordinating conjunction in a compound sentence.
  - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.\*
  - B. Choose punctuation for effect.\*
  - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Transfer Goal:**

Students will be able to independently use their learning to research a topic and develop the topic by elaborating with facts, definitions and details.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Informational writing enables writers to share their expertise about a subject with others.
- Informational writing helps us become better writers by requiring them share ideas outside of themselves.
- Writers generate ideas for informational writing through research.

**Essential Questions:**

- What is informational writing?
- How does informational writing help us become better writers?
- How do you generate ideas for informational writing?

**Acquisition of Knowledge & Skills**

**Students will know:**

- The purpose of informational writing is to inform or teach others about a particular topic.
- Informational writing can be organized around a central topic.
- Informational writing contains a variety of text features that enhance the ideas clearly and concisely.
- Informational writing contains a central topic and sub-topics.
- Writers use mentor texts to support their writing.

**Students will be able to:**

- Select a topic that they have done a lot of previous research on, that includes layers of information, to develop into an informational writing piece.
- Plan their writing by creating a sequence of ideas.
- Draft and revise their topics and subtopics.
- Cite evidence used to support their writing.
- Include an introduction, relevant facts, access features and text features.
- Apply editing skills.

**Stage 2: Acceptable Evidence**

**Transfer Task**

Student completed informational text.

**Stage 3: Activities**

**Potential Teaching Points**

<p style="text-align: center;"><b><u>Bend One</u></b> <i>Learning Goal:</i> <b>Launching the Unit:</b> Information writers explore various topics, then revise those ideas with a greater focus.</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b> writers of information books study published writing, imagining the books we will create and paying close attention to ways that published authors entice readers to learn about a topic.</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b> information writers grow potential topic ideas in our notebooks, thinking, 'If I had to teach a course to the other kids in the class, what would I teach?'</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b> information writers write potential back of the book blurbs, imagining how their books might go and why those books would interest readers.</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b> information writers try on possible topics, choosing one that we feel we could teach really well.</p>
	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b> information writers try on possible topics, choosing one that we feel we could teach really well.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b> information writers make a plan for how our books could go. One way we do this is by creating a table of contents for our work, determining the chapters that could go in our books</p>		
<p style="text-align: center;"><b><u>Bend Two</u></b> <i>Learning Goal:</i> <b>Gathering Information:</b> Information writers collect a variety of information to support their non-fiction idea.</p>			<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b> Information writers think about topics they know all about so they can teach others.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b> Information writers gather the information and make decisions about how much and what kind of research to conduct. They collect these ideas in notebooks, taking care to collect a variety of information and information from more than one source.</p>

	<p><b><u>Lesson Nine:</u></b>  <b><u>Teaching Point:</u></b>  Writers decide if they know enough about the topic and try on topics to see if they have enough facts to support the topic.</p>			
<p><b><u>Bend Three</u></b>  <i>Learning Goal:</i>  <b>Drafting:</b>  Writer's draft the pages of their informational books, starting with sections they are most eager to write.</p>		<p><b><u>Lesson 10:</u></b>  <b><u>Teaching Point:</u></b>  One way information writers prepare for drafting is to teach all we know about our topic to a partner. We take note of places where we need to collect more information and make a plan to find out more about that particular subtopic.</p>		
<p><b><u>Bend Four</u></b>  <i>Learning Goal:</i>  <b>Revision for Clarity:</b>  Information writers study mentor authors and revise their piece to create a clear and concise point of view.</p>				

**Bend Five**

*Learning Goal:* **Editing.**

**Publishing, & Celebrating:**

Information writers edit their pieces for accurate spelling and punctuation so that readers can best learn the information.

Information writers also include content specific vocabulary, bibliography, and personal voice to further teach to reader.

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## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- D. Provide a conclusion related to the opinion presented

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

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

- A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- B. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.

- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

**Transfer Goal:**

Students will be able to independently use their learning to develop their written communication skill set to express my ideas and opinions related to books they have read.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Writers respond to a text using evidence to support ideas.
- Writers reflect, analyze and respond to ideas presented in informational and literary texts.

**Essential Questions:**

- How can readers use writing as a way to express their opinions about a text?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Readers hold on to their thinking about a text and then clarify and elaborate on it.
- Close reading of a literary or informational text can help a writer generate ideas.
- Transitional words which work in many literary essays (Later in the story, There are more examples, For example, etc.)
- Responses can be a variety of lengths

**Students will be able to:**

- Introduces an idea clearly
- Support their thinking (point of view) with reasons and information
- Provide reasons that are supported through the text and elaborate to further explain in their writing how evidence supports ideas
- Use words and phrases to link opinions and reasoning
- Refer to and use explicit details from the text that support their analysis of the text
- Reflect on ideas that are presented in literary and informational text.

**Stage 2: Acceptable Evidence**

**Transfer Task**

Student produced book reviews.

**Stage 3: Activities**

**Potential Teaching Points**

<b><u>Bend One</u></b> <i>Learning Goal:</i>	<b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b>	<b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b>		
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<p>Living Life as a Critic</p>	<p>Critics write reviews about books that generate strong emotions. Writers make lists categorizing books. For example:</p> <ul style="list-style-type: none"> <li>● books you love</li> <li>● books you hate</li> <li>● Stories you made a strong personal connection</li> <li>● Stories that taught a life lesson</li> <li>● Stories you learn through</li> </ul>	<p>Critics give information as to why they feel that a book belongs in a certain category. Critics can not only include reasons, but we can give examples, specific details (like when, where, how, how much), and make comparisons. For example, we can say 'Unlike the character in _____, the character in this book is _____.'</p>		
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i> Elements of Review</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <p>Critics elaborate by including details that a reader ought to know.</p> <ul style="list-style-type: none"> <li>● What kind of book is it? (Picture book? Historical fiction? Nonfiction? Fantasy?)</li> <li>● Does the book belong in a series?</li> <li>● How long is the book? Is it an easy or challenging read?</li> <li>● Is there anything that would be helpful for the reader to know about the author? For</li> </ul>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <p>Critics elaborate by including an anecdote or small moment story or synopsis of plot.</p>		

	<p>example, is the author an expert in the field, the author of other popular books, or a first-time author?</p> <ul style="list-style-type: none"> <li>• How does the book compare to other books on the same topic or in the same genre?</li> <li>• Is the book written in a formal or informal style? Is the language remarkable in any way?</li> <li>• What ages is the book geared to?</li> <li>• Is the book written in normal prose? If is is written in poetic form, does it rhyme?</li> </ul>			
<p><b>Bend Three</b> <i>Learning Goal:</i> Being More Persuasive</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b> Critics make their reviews more convincing by including many precise details and adjectives that describe in detail and give the reader a clear picture.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b> Critics persuade their audience by using sentences that make readers feel like they are missing out on something really important. For example, they could add sentences like: “If you don’t read this book you are going to be missing out on meeting the funniest character in the world.”</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b> Critics are often asked to rate a book using a star system, typically in a range from one to five stars. Critics consider how the book compares to other books like it. (Keep in mind that you should not compare a long novel to a short poetry book because that would not be a valid comparison. It is also</p>	

			<p>important to remember that a rating system is not asking you to only give 5 stars to the best books ever written.</p> <ul style="list-style-type: none"> <li>● 5 stars: I'm glad I read it or I loved it.</li> <li>● 4 stars: I liked it. It's worth reading.</li> <li>● 3 Stars: It was just ok.</li> <li>● 2 Stars: I didn't like the book</li> <li>● 1 Star: I hated the book.</li> </ul>	
<p><b><u>Bend Four</u></b>  <i>Learning Goal:</i>  Getting Your Reviews Out to the World</p>	<p><b><u>Lesson Eight:</u></b>  <b><u>Teaching Point:</u></b>  Critics choose the review or reviews that they want to publish and reread them for clarity and asking themselves what else can I include. Review all the mini lessons from the unit.</p>	<p><b><u>Lesson Nine:</u></b>  <b><u>Teaching Point:</u></b>  Critics swap their reviews with partners to get ideas of what else to include or take away</p>	<p><b><u>Lesson 10:</u></b>  <b><u>Teaching Point:</u></b>  Critics edit their reviews for spelling, grammar and punctuation.</p>	<p><b><u>Lesson 11:</u></b>  <b><u>Teaching Point:</u></b>  Critics publish their reviews in a variety of formats.</p> <ul style="list-style-type: none"> <li>● Blogging</li> <li>● Posting</li> <li>● Collections</li> <li>● Video</li> <li>● Creating a book of reviews (Zagat)</li> </ul>



**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

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

- A. Choose words and phrases to convey ideas precisely.\*
- B. Choose punctuation for effect.\*
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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

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

### Transfer Goal:

Students will be able to independently use their learning to write poems that convey sensory details using the conventions of poetry

### Meaning

#### Enduring Understandings:

*Students will understand that:*

- Meter, rhyme, stanzas, and other poetic elements all work together to create meaning in a poem.
- People write poetry to express their thoughts and emotions in a creative, unique way
- Poets think and write about a variety of topics that often have a great deal of meaning to them.
- Inspiration for poetry can be taken from all aspects of your life including family and friends.
- Poets manipulate language to share a mood or feeling through vivid imagery and descriptive language.

#### Essential Questions:

- What makes poetry a unique form of writing?
- Why do writers write poetry?
- What do poets think and write about?
- What inspires poetry?
- How do poets manipulate language to share a mood or feeling?

### Acquisition of Knowledge & Skills

#### Students will know:

- Writers use language to paint a picture in a readers mind.
- Writers choose words very carefully to create a clear image.
- Writers use comparison to help readers understand their message.
- Poetry structure is different than all other writing.
- Writers use mentor texts to support their writing.

#### Students will be able to:

- Collect ideas for poetry by looking through their writer's notebook.
- Identify and define the structural elements of poetry: rhyme, meter, stanzas, and line breaks.
- Make inferences and draw conclusions about how the author's sensory language created imagery and provide evidence to support their understanding.
- Analyze their own and other's poetry.
- Apply editing skills and use editing checklists to improve their writing.

## Stage 2: Acceptable Evidence

### Transfer Task

Student produced poetry.

## Stage 3: Activities

### Potential Teaching Points

<p><b><u>Bend One</u></b> <i>Learning Goal:</i> Poets make observations about the world around them to generate ideas</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b> Writers brainstorm ideas for their poems by thinking about things they love or are interested in doing and create a list of these things in their notebook so that they can find ideas they can connect to.</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b> Writers generate ideas and get inspiration by thinking about events in their lives they remember well and create a list of these events in their notebook so that they can find ideas they can connect to.</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b> Writers collect ideas for their poems by looking at everyday objects in a fresh new way or through their “poet’s eye” and create a list of these objects in their notebook, so that they can find ideas they can connect to.</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b> Writers choose an idea from their list and try writing clear images so that they are able to paint a picture in the reader’s mind.</p>
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i> Writers use poetry to create a vision, experience, or feeling in the reader’s mind.</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b> Writers gather descriptive words for poetry writing by using their five senses so that they are able to paint a picture in the reader’s mind.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b> Writers create vivid images by using powerful language so that their poems come alive. Example: Instead of “ran” use “sprinted”; instead of “hot” use “sweltering”</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b> Writers add humor, interest, feelings to their poems by using figurative language such as similes, so that their poems come alive.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b> Writers influence the sound and look of a poem by using line breaks and phrases so that they change the pace of their poem.</p>

<p><b><u>Bend Three</u></b> <i>Learning Goal:</i></p> <p>Writers revise, edit, publish, and celebrate their poems.</p>	<p><b><u>Lesson Nine:</u></b> <b><u>Teaching Point:</u></b></p> <p>Teaching Point: Writers revise their poems by focusing on a particular purpose (adding detail; removing unnecessary words; line breaks; word choice; etc.) so that their revisions are focused.</p>	<p><b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers edit their poems by using an editing checklist so that their poem is the best it can be.</p>	<p><b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers add illustrations to their poems by using clip art or drawings so that they can publish their poems.</p>	<p><b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b></p> <p>Writers get ready to celebrate their poems by reading their poems aloud so that they are prepared to share their work.</p>
<p><b><u>Bend Three Continued</u></b></p>	<p><b><u>Lesson 13: Teaching Point:</u></b>Writers celebrate by sharing their stories with other writers so that they can recognize their accomplishment.</p>			





**Writing Unit Title / Topic:** Personal Essays

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSL) for English

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

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

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

B. Choose punctuation for effect.\*

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

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

### Transfer Goal:

Students will be able to independently use their learning to develop a personal essay which advances a theme of personal significance.

### Meaning

#### Enduring Understandings:

*Students will understand that:*

#### Essential Questions:

- Where do good writers get their ideas?

- Writers get their ideas from many sources including personal experiences that have a great of significance to them.
- Writing is a reflection of who you are and how others perceive you.

- How do writers use reflection to make sense of prior experiences?

### Acquisition of Knowledge & Skills

#### Students will know:

- Personal essays are nonfiction pieces written to share a person’s thoughts and feelings about a personal experience, an idea, or a concern.
- Writers use several strategies for growing insightful ideas including using important people, places, and objects as inspiration.
- Writers free write to grow new ideas.
- Graphic organizers are tools that can be used to structure essays.
- Personal essays include a thesis statement that declare a belief or a point you intend to prove.
- Writers evaluate their writing throughout the writing process.
- Editing writing clarifies the message to the intended audience
- Writers use mentor texts to support their writing.

#### Students will be able to:

- Recall topics and ideas from personal narratives through looking back in their writer’s notebook.
- Use an essay frame to help structure their writing.
- Collect ideas as essayists by using important people, places, and objects as inspiration.
- Prepare a thesis statement and support their thesis by developing different types of reasons.
- Use elaboration prompts to grow ideas.
- Plan and write a multi-paragraph essay that is structured around the thesis and includes topic sentences and transitions.
- Apply editing skills and use editing checklists to improve their writing.

## Stage 2: Acceptable Evidence

### Transfer Task

Student produced personal essay.

## Stage 3: Activities

### Potential Teaching Points

<u>Bend One</u> <i>Learning Goal:</i>	<u>Lesson One:</u> <u>Teaching Point:</u>	<u>Lesson Two:</u> <u>Teaching Point:</u>	<u>Lesson Three:</u> <u>Teaching Point:</u>	<u>Lesson Four:</u> <u>Teaching Point:</u>
Generating Ideas for Essays	Essayists generate ideas by thinking about and looking closely at the people, places and things in their life and	Essayists generate ideas by thinking about topics they are passionate about so that they can get others impassioned by	Essayists generate ideas by thinking about social issues that they are passionate about so	Essayists select an idea by considering their audience and purpose for choosing a topic so

	thinking about big ideas about their relationships and observations so that they can share them with others.	them or by thinking about important life lessons they have learned or observed so that they can impart on them and share their opinions.	that they can persuade others through strong arguments.	that they can find a focus and intention.
<p><b><u>Bend Two</u></b> <i>Learning Goal:</i></p> <p>Nurturing and Collecting Information</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture ideas and collect information by beginning with a thesis statement so that they can form their ideas.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture ideas and collect information by creating boxes and bullets of supporting statements so that they prove their statements.</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture and collect information by adding facts, details, descriptions, examples, statistics, and quotes from experts so that they can elaborate on their ideas.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture ideas and collect information by thinking of mini stories that support their ideas so that they can get the reader to empathize.</p>
<p><b><u>Bend Three</u></b> <i>Learning Goal:</i></p> <p>Drafting and Revising Essays</p>	<p><b><u>Lesson Nine:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists draft by beginning with an introduction (asking the reader a question, telling a mini-story or painting a picture for the reader) so that they can hook their readers and set up their thesis statement.</p>	<p><b><u>Lesson 10:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists draft by putting their collected information in a logical order, beginning each paragraph with a topic sentence and supporting details so that their writing flows.</p>	<p><b><u>Lesson 11:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists draft by ending with a conclusion (one that leaves the reader with something to ponder, a call for action or a restatement of the thesis) so that they impact the reader.</p>	<p><b><u>Lesson 12:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists revise by using transitional words and phrases so that their writing reads smoothly and by finding more precise and powerful verbs and adjectives so that the reader gets a clearer picture or stronger impact.</p>
<p><b><u>Bend Four</u></b> <i>Learning Goal:</i></p> <p>Editing and Publishing</p>	<p><b><u>Lesson 13:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists revise by adding voice (talking directly to the</p>	<p><b><u>Lesson 14:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists edit by rereading their essays several times with</p>	<p><b><u>Lesson 15:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists edit by rereading their essays several times with</p>	<p><b><u>Lesson 16:</u></b> <b><u>Teaching Point:</u></b></p>

	<p>reader, asking the reader a question, reacting to a fact or idea, adding a wondering) so that their writing sounds more personal and by rereading aloud to a partner for clarity and smoothness so that their writing makes sense.</p>	<p>different lenses so that they can make their writing readable. Use an editing checklist to:</p> <ul style="list-style-type: none"> <li>● Hunt for HF words</li> <li>● Look for words that don't look right</li> <li>● Counting the number of words between periods (if you get to 20, that's way too many!)</li> </ul>	<p>different lenses so that they can make their writing readable. Use an editing checklist to:</p> <ul style="list-style-type: none"> <li>● Check to see that the word after the period is capitalized</li> <li>● Check to see that all proper nouns are capitalized</li> <li>● Make sure that the paragraphs are indented.</li> </ul>	<p>Essayists publish by recopying or typing their drafts so that they are neat and readable.</p>
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**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English**

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- D. Provide a conclusion related to the opinion presented

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

- A. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- B. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

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

- A. Use correct capitalization.
  - B. Use commas and quotation marks to mark direct speech and quotations from a text.
  - C. Use a comma before a coordinating conjunction in a compound sentence.
  - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.\*
  - B. Choose punctuation for effect.\*
  - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

**Transfer Goal:**

Students will be able to independently use their learning to turn their personal thesis statements into persuasive opinions that consider their audience.

**Meaning**

**Enduring Understandings:**

*Students will understand that:*

- Opinion writing requires writers to share their opinion on a topic and support their opinion with facts in order to persuade others to agree with you.
- Effective opinion writing pieces include reasons that are factual accurate.
- Persuasion is a process where we try to convince someone to take on our opinion about a particular topic.

**Essential Questions:**

- What is the purpose of opinion writing?
- What makes a piece of opinion writing most effective?
- What does it mean to persuade?

**Acquisition of Knowledge & Skills**

**Students will know:**

- Persuasive writing comes in many forms (pamphlets, commercials, advertisements, speeches, petitions).
- Elements of persuasive essays are: thesis statement, reason, evidence, and a strong closing.
- The difference between fact and opinion.
- Persuasive writing is written from a specific point of view or perspective.
- Writers use evidence to support their opinion.
- Awareness of counter-arguments in your writing can strengthen your argument.

**Students will be able to:**

- Form an opinion and support it with evidence.
- Gather evidence from outside sources and unpack that evidence to connect it to their reasons and claims to construct tightly focused arguments.
- Identify and list different types of persuasive writing.
- Know the difference between fact and opinion.
- Craft reasons with their audience in mind.
- Defend their point of view.
- Use the writing process to write a persuasive argument.
- Use editing skills to revise.

**Stage 2: Acceptable Evidence**

## Transfer Task

Student produced persuasive essay.

### Stage 3: Activities

#### Potential Teaching Points

<p style="text-align: center;"><b><u>Bend One</u></b> <i>Learning Goal:</i></p> <p style="text-align: center;">Generating Ideas for Essays</p>	<p><b><u>Lesson One:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists generate ideas by thinking about and looking closely at the people, places and things in their life and thinking about big ideas about their relationships and observations so that they can share them with others.</p>	<p><b><u>Lesson Two:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists generate ideas by thinking about topics they are passionate about so that they can get others impassioned by them or by thinking about important life lessons they have learned or observed so that they can impart on them and share their opinions.</p>	<p><b><u>Lesson Three:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists generate ideas by thinking about social issues that they are passionate about so that they can persuade others through strong arguments.</p>	<p><b><u>Lesson Four:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists select an idea by considering their audience and purpose for choosing a topic so that they can find a focus and intention.</p>
<p style="text-align: center;"><b><u>Bend Two</u></b> <i>Learning Goal:</i></p> <p style="text-align: center;">Nurturing and Collecting Information</p>	<p><b><u>Lesson Five:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture ideas and collect information by beginning with a thesis statement so that they can form their ideas.</p>	<p><b><u>Lesson Six:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture ideas and collect information by creating boxes and bullets of supporting statements so that they prove their statements.</p>	<p><b><u>Lesson Seven:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture and collect information by adding facts, details, descriptions, examples, statistics, and quotes from experts so that they can elaborate on their ideas.</p>	<p><b><u>Lesson Eight:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists nurture ideas and collect information by thinking of mini stories that support their ideas so that they can get the reader to empathize.</p>
<p style="text-align: center;"><b><u>Bend Three</u></b></p>	<p><b><u>Lesson Nine:</u></b></p>	<p><b><u>Lesson 10:</u></b></p>	<p><b><u>Lesson 11:</u></b></p>	<p><b><u>Lesson 12:</u></b></p>



<p><i>Learning Goal:</i></p> <p>Drafting and Revising Essays</p>	<p><b><u>Teaching Point:</u></b></p> <p>Essayists draft by beginning with an introduction (asking the reader a question, telling a mini-story or painting a picture for the reader) so that they can hook their readers and set up their thesis statement.</p>	<p><b><u>Teaching Point:</u></b></p> <p>Essayists draft by putting their collected information in a logical order, beginning each paragraph with a topic sentence and supporting details so that their writing flows.</p>	<p><b><u>Teaching Point:</u></b></p> <p>Essayists draft by ending with a conclusion (one that leaves the reader with something to ponder, a call for action or a restatement of the thesis) so that they impact the reader.</p>	<p><b><u>Teaching Point:</u></b></p> <p>Essayists revise by using transitional words and phrases so that their writing reads smoothly and by finding more precise and powerful verbs and adjectives so that the reader gets a clearer picture or stronger impact.</p>
<p><b><u>Bend Four</u></b> <i>Learning Goal:</i></p> <p>Editing and Publishing</p>	<p><b><u>Lesson 13:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists revise by adding voice (talking directly to the reader, asking the reader a question, reacting to a fact or idea, adding a wondering) so that their writing sounds more personal and by rereading aloud to a partner for clarity and smoothness so that their writing makes sense.</p>	<p><b><u>Lesson 14:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists edit by rereading their essays several times with different lenses so that they can make their writing readable. Use an editing checklist to:</p> <ul style="list-style-type: none"> <li>● Hunt for HF words</li> <li>● Look for words that don't look right</li> <li>● Counting the number of words between periods (if you get to 20, that's way too many!)</li> </ul>	<p><b><u>Lesson 15:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists edit by rereading their essays several times with different lenses so that they can make their writing readable. Use an editing checklist to:</p> <ul style="list-style-type: none"> <li>● Check to see that the word after the period is capitalized</li> <li>● Check to see that all proper nouns are capitalized</li> <li>● Make sure that the paragraphs are indented.</li> </ul>	<p><b><u>Lesson 16:</u></b> <b><u>Teaching Point:</u></b></p> <p>Essayists publish by recopying or typing their drafts so that they are neat and readable.</p>

# Assessments

Assessments are essential in tracking student growth and guiding future instruction. The following are a sample list of the various ways students will be assessed throughout each unit of study (unless indicated otherwise).

*Reading:*

- Developmental Reading Assessment (DRA) (\*conducted two to three times a school year)
- Teacher College's Running Records (\*varies throughout the school year)
- Student Reading Journals/Notebooks
- Student reading logs
- Reading conferences
- Strategy group work
- Guided Reading work
- Book club/Partnership conversation/observation

*Writing:*

- Teacher created rubrics
- Standardized rubrics (e.g., PARCC)
- Writer's notebooks
- Writing conferences
- Student published pieces
- Student rough drafts (including quick writes)

# **Suggested Progression of Grammar**

I = Introduced	D= Developing	M = Mastery
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Skills by Grade Level	K	1	2	3	4	5
<i>Capitalization</i>						
Abbreviations				I	D	M
Days of the Week			I	D	M	
First letter of a sentence	I	D	M			
First letter of first, middle and last name	I	D	M			
First letter of name	I	D	M			
Geographic places			I	D	D	M
Holidays			I	D	M	
In dialogue				I	D	M
Letter Salutations/Closings			I	D	D	M
Months of the Year			I	D	M	
Proper Nouns	I	D	D	D	D	M
The word "I"	I	D	M			
Titles				I	D	M
Upper and Lower Case Letters	I	M				

<i>Grammar (Parts of Speech)</i>						
Adjectives	I	D	D	D	D	M
Adverbs			I	D	D	M
Compound words			M			
Conjunctions		I	D	D	D	D
Interjections						I
Modifiers	I	D	D	D	D	M
Nouns	I	D	D	D	D	M
Participles			I	D	D	M
Perfect/Past Perfect Tense						I
Plural Words			I	D	D	M
Prepositional Phrases						I
Prepositions		I	D	D	D	M
Pronouns			I	D	D	M
Tense				I	D	M
Verbs	I	D	D	D	D	M
<i>Grammar (Sentence Structure/Fluency)</i>						

Chronological Structure		M				
Clauses						I
Dialogue			I	D	D	M
List Structure		M				
Paragraphs				I	D	M
Participial Phrases						I
Phrases					I	M
Sentence Building	I	D	D	D	D	M
Simple/Compound/Complex Sentences			I	D	D	D
Subject/Verb Agreement	I	D	D	D	D	M
Tense	I	D	D	D	D	M
Transition Words		I	D	D	D	M
Varied Sentence Lengths		I	D	D	D	M
<i>Punctuation</i>						
Apostrophe use (contractions) (possessive)			I	D	D	M
Colon/semi-colon		I	D	D	D	M
Comma (dialogue)				I	D	M
Comma (in a series)		I	D	D	D	M

Ellipses				I	D	M
End marks (period, question mark, exclamation point)	I	D	D	D	M	
Hyphen, dash, em dash						I
Parentheses						I
Punctuating Dialogue			I	D	D	M
Quotation Marks			I	D	D	M
<i>Text Layout</i>						
Font/Feature of Type	I	D	D	D	D	M
How Layout Conveys Meaning	I	D	D	D	D	M
Nonfiction Text Features				I	D	M
Space between words/concepts of print	I	D	D	D	D	M
Text Features (color, bold, shapes, etc...)	I	D	D	D	D	M
Text/Image Placement	I	D	D	D	D	M