



West Windsor-Plainsboro Regional School District
Writing
Grade 4

**Grade 4 Writing:
The Arc of Story:
Writing Realistic Fiction**

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

Students will review the routines, structures, and expectations of writing workshop. This includes students writing 1-2 pages per day in their writing notebooks and collaborating with writing partners. Students will write a story about a small moment in their lives, distinguishing between important information to share, as compared to non-essential details that can be excluded. The narrative will include a clear beginning, middle, and ending. Appropriate transitions indicating how much time has passed will be used, and paragraphs will separate different parts and times of the story. The ending will include action, dialogue, and feeling to close the story, and will connect with the beginning and middle of the narrative. In addition to action and dialogue, the narrative will include the thoughts and feelings of the characters, as well as figurative language and a storytelling voice that conveys emotion and the tone of the narrative. This unit will increase the independence and dramatic growth in the students' writing. The ability to craft a strong narrative is valuable because narratives are embedded within almost all other genres.

Recommended Pacing

September – October (approximately 30 days)

New Jersey Student Learning Standards

Standard W.4 Writing

W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing of conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
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.

Standard SL.4 Speaking & Listening

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.
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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.
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Standard L.4 Language

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

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.1.5.AP.5	Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended

Interdisciplinary Standards Social Studies and Math

6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
MP6	Attend to precision
MP7	Look for and make use of structure

Instructional Focus

Unit Enduring Understandings

- The purpose of writing is to communicate ideas for a specific audience.

- Writers have a variety of strategies that can be used to create a powerful effect on the quality of their writing.
- Writers choose topics with which they are familiar, and about which they care deeply.
- Collaboration and feedback are essential components of the writing process.

Unit Essential Questions

- How do writers select appropriate topics?
- How is collaboration valuable to the writing process?
- How do writers respond to one another?

Objectives

Students will know:

- Writers use the writing process.
- Writers use a variety of craft moves to convey the heart of their story to a particular audience

Students will be able to:

- Take their writing through the writing process several times (including choosing a seed idea to develop into a story and distinguish between essential and nonessential details of the event, revising and editing, and publishing one of their pieces).
- Choose craft moves based on the big idea they wish to convey

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. & Cruz, M.C. (2013). *The Arc of Story: Writing Realistic Fiction*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

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**Grade 4 Writing:
Boxes and Bullets:
Personal and Persuasive Essays**

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

In this unit, each student will write a personal essay in which s/he advances a theme of personal significance, recast that essay as a persuasive essay, writing to persuade, learning a variety of strategies for living and writing like essayists.

Recommended Pacing

November (approximately 20 days)

New Jersey Student Learning Standards

Standard W.4 Writing

W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce or topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6	With 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.4.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.4 Speaking and Listening

SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts building on others' ideas and expressing their own clearly.
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Standard L.4 Language

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.6	Acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	
New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	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.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
4.MD.B	Represent and interpret data.	
4.MP.2	Reason abstractly and quantitatively.	
4.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> A powerful opinion is one that can be supported by reasons and evidence (boxes and bullets). Writers take ownership in the writing process to effectively communicate their opinion. Writers transfer their prior knowledge in writing across genres. Personal opinions can be used to persuade others. 		
Unit Essential Questions		
<ul style="list-style-type: none"> What constitutes a powerful opinion? How to writers effectively communicate their opinions to others? How do writers use their personal opinion to persuade others? How is personal and persuasive essay writing connected? 		
Objectives		

Students will know:

- Writers use multiple strategies to gather essay ideas.
- Writers know and use the essay structure to persuade their readers.
- Writers use multiple strategies to strengthen their essays.

Students will be able to:

- Choose topics about which they are passionate.
- Strategically organize for drafting, and revise and edit with goals in mind, and choose convincing reasons and varied evidence to support their opinion or claim.
- Strengthen their essays in a varied of ways.

Evidence of Learning**Assessment**

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources**Suggested Resources:**

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L., Hohne, K.B. & Gillette, C. (2013). *Boxes and Bullets: Personal and Persuasive Essays*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

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Grade 4 Writing: Notebooks to Projects

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

“Independent writing projects have the power to imbue a classroom with energy and excitement ... We know that volume and choice in writing is necessary for our students’ growth, and this unit offers a unique opportunity to broaden choice for our students while teaching them to truly own the writing process, creating an independence that they will cherish and that will serve them as writers for years to come.” (Lucy Calkins)

This unit is an opportunity for students to engage in repeated practice of all the writing and thinking moves they’ve learned throughout the years in order to continue building the bridge toward independence and proficiency. Students will use writing workshop to write and produce pieces within the genres of their choice. The teacher’s role in this unit will be more that of facilitator, delivering small group instruction based on the genre in which the students have chosen to work, and where in the writing process each student is during this two week process. Teachers should not have the expectation that students will produce a perfect final piece; rather, they will be looking for evidence that students have taken more and more responsibility for their own growth as writers.

In addition, in Bend II of this unit, students will have the opportunity to write to a prompted task, making decisions about genre, form, and style, taking that work through the entire writing process.

Recommended Pacing

December - January (approximately 20 days)

New Jersey Student Learning Standards

Standard W.4: Writing

04.W.02.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.
04.W.02.B	Develop the topic with facts definitions concrete details quotations or other information and examples related to the topic.
04.W.04	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.)
04.W.07	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
04.W.09.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 characters thoughts words or actions].
04.W.09.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).

04.W.10	Write routinely over extended time frames (time for research reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.	
New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP11	Use technology to enhance productivity.	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	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.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
4.MD.B	Represent and interpret data.	
4.MP.2	Reason abstractly and quantitatively.	
4.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Writers use the written word to communicate their thinking out into the world about things they know and care about, or to grow their own thinking. Writers use all they know to communicate their purpose to an audience, even if that audience is themselves. Writers are part of a community that supports their work in a variety of ways. 		
Unit Essential Questions		
<ul style="list-style-type: none"> Why do people write? How do writers share or grow their ideas? How do writers function as part of a community of writers? 		
Objectives		
Students will know:		

- Writers constantly observe, record, and reflect to find topics they care about.
- Writers make choices when they write based on their purpose and the audience for whom they are writing.
- Writers respond to others in their writing community, giving specific feedback and sharing ideas, and using the feedback of others' to improve their work.

Students will be able to:

- Use the writing process (generate ideas, develop those ideas, draft, revise, and edit) to plan and produce writing on topics of their choice.
- Use all they know about structure, development, and language conventions to craft a piece of writing.
- Revise and edit their writing based on the feedback they've received from a variety of sources (small groups, peers, checklists, progressions, etc.).

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

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**Grade 4 Writing:
Literary Essay:
Writing About Fiction**

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

To write well about reading, students not only need to learn more about writing, they also need to learn more about reading. Writers learn lessons by reflecting about and responding to literature because thinking and writing about literature provides life lessons through analysis of character and theme. In this unit, student usually read and study small packets of short texts that merit close study – texts that are rich, complex, and well-crafted. Students pay close attention to the texts as they read and collect entries about them. They reread these entries, choose a seed idea, and push their thinking about that idea by responding to prompts like, “The thought I have about this is...” or “This makes me realize that...” As they continue writing their essays, they think about how stories contain an external as well as an internal storyline, and their writing attempts to highlights the internal – and sometimes overlooked story, answering for themselves, and for their reader, “What is this story *really* about?”

Recommended Pacing

January (approximately 20 days)

New Jersey Student Learning Standards

Standard RL.4 Reading: Literature

RL.4.1	Refer to details and examples in a text 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 text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.4.4	Determine the meaning of words and phrases as they are used in a text.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama 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.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RF.4 Reading: Foundational Skills

RF.4.3	Know and apply grade-level phonics and word analysis in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

Standard W.4 Writing

W.4.1	Write opinion pieces on topics and texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature.
W.4.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.4 Speaking and Listening

SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Standard L.4 Language

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

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	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.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
4.MD.B	Represent and interpret data.	
4.MP.2	Reason abstractly and quantitatively.	
4.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Writers use personal connections to literature to develop their ideas. Writers use micro-stories, citing textual evidence, and lists to support thesis statements. Readers are entitled to an opinion about what a text means, but some opinions are more supported by text evidence than others. Writing helps us organize and clarify, as well as express, our thoughts. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How is this literature personally significant to the writer? Why and how do writers generate text-supported evidence? How can writing communicate a deep comprehension of text themes? 		
Objectives		
Students will know:		
<ul style="list-style-type: none"> That the deeper messages/big ideas of a text can be connected to themselves, other texts, or the world. Read and re-read carefully for the purpose of noticing details about the story and author's craft, and to identify text evidence that supports a thesis Ways to organize evidence 		
Students will be able to:		

- Capture the main story elements of texts within a brief (one-two sentence) summary
- Question the text, the character, and the author's purpose to develop a thorough, insightful, and imaginative opinion about the book or story.
- Create an original thesis statement (claim) about a text that can be supported by evidence
- Identify evidence to support a thesis, determine the relevance of evidence, group similar pieces of evidence, and order the evidence chronologically or by importance/strength.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

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Grade 4 Writing: Historical Fiction Writing	
Content Area: Language Arts	
Course & Grade Level: English, Grade 4	
Summary and Rationale	
In this unit, students will expand their work in writing realistic fiction as they begin to explore the genre of historical fiction writing by focusing on writing about fictional characters in historical settings. In Bend 1, they will draw on all they know about strong narrative writing as they live in their writing notebooks, drafting brief scenes in order to rehearse various ideas. In Bend 2, students will begin developing their seed ideas more fully, starting to connect various scenes. Finally, Bend 3 allows students to return to their notebooks to choose another seed idea and create another historical fiction draft.	
Recommended Pacing	
March-May (approximately 25 days)	
New Jersey Student Learning Standards	
Standard W.4 Writing	
W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing of conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
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.
Standard SL.4 Speaking & Listening	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.4	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.
Standard L.4 Language	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

New Jersey Student Learning Standards for 21 st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP11	Use technology to enhance productivity.	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	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.	

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The purpose of writing is to communicate ideas for a specific audience. Writers have a variety of strategies that can be used to create a powerful effect on the quality of their writing. Writers choose topics with which they are familiar, and about which they care deeply. Collaboration and feedback are essential components of the writing process. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers select appropriate topics? How is collaboration valuable to the writing process? How do writers respond to one another? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Writers use the writing process. Writers use a variety of craft moves to convey the heart of their story to a particular audience 	

- Writers of historical fiction use details from the particular period about which they are writing to create historical fiction stories.

Students will be able to:

- Take their writing through the writing process several times (including choosing a seed idea to develop into a story and distinguish between essential and nonessential details of the event, revising and editing, and publishing one of their pieces).
- Choose craft moves based on the big idea they wish to convey
- Use what they know about narrative writing and historical content to craft historical fiction stories.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

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Grade 4 Reading and Writing Combined: Test –Taking as a Genre

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present specific genres of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.

Recommended Pacing

April – May (10-14 days)

New Jersey Student Standards

Standard RL.4 Reading: Literature

RL.4.1	Refer to details and examples in a text 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.
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 mythology.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama 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.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature form different cultures.
RL.4.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RI.4 Reading: Informational Text

RI.4.1	Refer to details and examples in a text 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 of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a first hand 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 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.4.10	By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RF.4 Reading: Foundational Skills	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature. Apply grade 4 Reading Standards to Informational texts.
Standard L.4 Language	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.
L.4.5	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being and that are basic to a particular topic.

Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP11	Use technology to enhance productivity.	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	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.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> There are strategies for taking a standardized test in literacy. Test-takers apply what they know about reading and writing when taking a standardized test Test-takers develop strategies for multiple choice answers and short written responses after reading narrative or everyday texts. Test-takers have independent reading and writing lives outside of test-taking practice. 		
Unit Essential Questions		
<ul style="list-style-type: none"> What are the reading and writing strategies test-takers use to answer standardized test questions? How do test-takers monitor their work to successfully work within the given time constraints? How do test-takers use connections from their own lives to respond to a writing prompt? 		
Objectives		
<p>Students will know:</p> <ul style="list-style-type: none"> There are strategies test-takers have for answering multiple choice and open-ended questions. The reading and writing skills and strategies needed to take standardized tests are the same reading and writing skills and strategies they use when they read and write each day. Test-takers continue to read independently in “just right book”, and write on self-selected topics, while practicing for the test. <p>Students will be able to:</p> <ul style="list-style-type: none"> Extrapolate information, follow instructions, and understand test-specific vocabulary (e.g., justify, explain, integrate), and utilize test-taking strategies for multiple choice and open-ended questions. Use the reading and writing strategies they use in their day-to-day reading and writing lives (e.g., recognizing details that develop or support the main idea, use text evidence, identify the organizational structure of a text, interpret textual conventions and literary evidence, make judgments, form opinions, draw conclusions). 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations 		

- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

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Grade 4 Writing: Graphic Novels: Narrative Writing in Picture & Words	
Content Area: Language Arts	
Course & Grade Level: English, Grade 4	
Summary and Rationale	
<p>This unit invites students to explore a popular and ever-growing new genre: graphic novels. Using all they've learned throughout the years about the qualities of good writing, students will now merge those craft moves. As Lucy Calkins notes in the 'User's Guide' for this book: "In most classrooms, sketching is not considered a medium for writing; it is not even considered on par with writing. Mercifully, children missed that memo." The instruction in this unit will focus on continuing to grow their writing skills with respect to plot, pacing, craft and elaboration. Partnerships with colleagues who teach art may be particularly beneficial in planning and preparing for this unit.</p>	
Recommended Pacing	
May – June (approximately 20 days)	
New Jersey Student Learning Standards	
Standard W.4 Writing	
W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing of conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
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.
Standard SL.4 Speaking & Listening	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.4	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.
Standard L.4 Language	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

New Jersey Student Learning Standards for 21 st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	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.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The purpose of writing is to communicate ideas for a specific audience. Writers have a variety of strategies that can be used to create a powerful effect on the quality of their writing. Writers choose topics with which they are familiar, and about which they care deeply. Collaboration and feedback are essential components of the writing process. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers select appropriate topics? How is collaboration valuable to the writing process? How do writers respond to one another? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Writers use the writing process. Writers use a variety of craft moves to convey the heart of their story to a particular audience. 	
Students will be able to:	

- Take their writing through the writing process several times (including choosing a seed idea to develop into a story and distinguish between essential and nonessential details of the event, revising and editing, and publishing one of their pieces).
- Choose craft moves based on the big idea they wish to convey.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
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Resources

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