

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Writing
Grade Four**

Revised June 2017

**Oradell Public School
River Edge Public School**

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FOURTH GRADE WRITING CURRICULUM

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BY THE END OF FOURTH GRADE - BUILDING A COMMUNITY OF WRITERS

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.
- 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.
- L.4.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- 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.

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

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.

21ST CENTURY SKILLS

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.4.8.1 Understand how to use digital tools for appropriate applications

8.1.4.8.2 Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers look for examples of well-crafted writing and use that craft in their writing. Writers use narrative writing tools to write stories that are sequential, have a rising and falling action, and contain unfolding drama.

ESSENTIAL QUESTIONS

How does (insert author of choice) craft a story?

How do writers use the tools of narrative writing to tell a sequential story with rising and falling action and unfolding drama?

MODULE ASSESSMENT

Published personal narrative
Writer's notebook checks
On-demand written piece
Conferences

Oradell and River Edge Public Schools
Writing Grade 4
OPS BOE Approved
RE BOE Approved (7/26/17)

UNIT OBJECTIVES

Students will be able to...

- collect ideas for writing
- plan for writing
- increase writing stamina
- apply elements of author's craft in their own writing
- craft stories with rising and falling action
- story tell instead of summarize
- establish a situation and a narrator
- write with point of view and perspective
- bring forth a theme
- pace stories appropriately
- include thought, action, dialogue
- use precise words
- use phrases to convey emotion and tone
- choose punctuation for effect
- write complete sentences

SKILLS

Students will be able to...

- establish a community of trust among writers
- use a story arc to plan out narratives with strong story structures
- choose significant moments of their lives worth writing about
- discuss mentor texts in terms of author's craft
- write focused stories with scenes rather than summaries
- make decisions on what to stress and what to skip
- choose the moments in time when a story begins and the moment in time when a story ends
- choose a point of view and a perspective for stories resulting in an underlining theme (Conquering fears or learning to cope with disappointment)
- orient the reader by establishing the situation
- combine thought, action, dialogue as way to move stories forward
- become proficient in using the editor's checklist
- edit for precise words
- edit for complete sentences taking care to revise fragments and run ons
- use a variety of digital tools
- use appropriate digital tools for word processing, graphic organizers, inserting pictures, key word searches, etc.

RESOURCES

Supplies: Writer's notebook and Two Pocket Folder

Suggested Authors: Eve Bunting, Patricia Polacco, Ralph Fletcher

Literature:

Whistling by Elizabeth Partridge

Those Shoes by Maribeth Boelts

When I was Your Age: Original Stories about Growing Up by Amy Erlich

The Witch of Blackbird Pond by Elizabeth Speare

Because of Winn- Dixie by Kate DiCamillo

Charlotte's Web by E.B. White

Fly Away Home by E. Bunting

Widget by Lyn Rossiter McFarland

Marshfield Dreams by Ralph Fletcher

Strong to the Hoop by John Coy

Professional References:

Mentor Texts- *Teaching Writing through Children's Literature, K-6* by Dorfman and Cappelli

BY THE END OF FOURTH GRADE - RAISING THE QUALITY OF NARRATIVE WRITING THROUGH REALISTIC FICTION

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.
- 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 and reflection
- 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”).
- 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.
- 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, listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.

21ST CENTURY SKILLS

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.4.8.1 Understand how to use digital tools for appropriate applications

8.1.4.8.2 Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to create a fictional world, to bring characters to life and to let drama unfold.

ESSENTIAL QUESTIONS

How do writers use the writing process to create a fictional world, bring characters to life and let drama unfold?

MODULE ASSESSMENT

Published piece

Writer's notebook checks

On-demand written piece

Conferences

Oradell and River Edge Public Schools

Writing Grade 4

OPS BOE Approved

RE BOE Approved (7/26/17)

UNIT OBJECTIVES

Students will be able to...

- generate story ideas
- include all story elements
- bring strong characters to life
- create a tension filled plot line
- use appropriate sequencing
- use appropriate pacing
- use temporal words
- write strong leads that set up the plot line
- write strong conclusions that resolve the story conflict
- use dialogue, descriptions of actions, internal thoughts, and feelings
- write with voice
- ground stories in life lessons or realizations
- bring forth a theme
- write varied sentences and varied word choices
- word process with grade appropriate accuracy and speed

SKILLS

Students will be able to...

- draft characters with internal and external traits that relate to each other
- revise sketches to develop believable characters (characters with flaws as well as strengths)
- draft scenes where a character is “put into action”
- develop a plot with sequential events that unfold naturally
- develop character motivations, desires and wishes
- draft leads so that the reader is oriented in the story by knowing who the characters are and what their relationship is to each other
- draft a tension-filled story over several pages
- use dialogue, descriptions of actions, internal thoughts, and feelings to develop experiences and events
- show the response of characters to situations – “show-not-tell” and “sensory details”
- revise for storytelling, not summarizing
- revise for tension making the main character active and not passive
- revise for varied sentence patterns and words that convey precise meaning

- find and revise the “heart of the story”
- revise the setting, adding more details to create a vivid sense of place
- revise for accurate passage of time using transitional words and phrases to manage the sequence of events
- write realistic endings that are grounded in life lessons or realizations bringing forth a theme
- edit for varied sentences and word choice
- type a story to publish
- use a variety of digital tools to enhance communication
- use the appropriate digital tools for word processing, graphic organizers, inserting pictures, key word searches, etc.

RESOURCES

Supplies:

Writer’s Notebook and Two-Pocket Folder

Literature:

Tales of a Fourth Grade Nothing by Judy Blume

Kid in the Red Jacket by Barbara Park

My Name Is Maria Isabel by Alma Flor Ada

Pain and the Great One by Judy Blume

Those Shoes by Maribeth Boelts

Roald Dahl (any of his texts)

Professional References:

Writing Fiction: Big Dreams, Tall Ambitions by Lucy Calkins;

Mentor Texts/Teaching Writing Through Children’s Literature, K-6 by Lynne R. Dorfman and Rose Cappelli

BY THE END OF FOURTH GRADE - PERSONAL ESSAY

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.
 - Provide reasons that are supported by facts from texts and/or other sources..
 - Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
 - 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.
- 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.
- 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, listening.

21ST CENTURY SKILLS

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.4.8.1 Understand how to use digital tools for appropriate applications

8.1.4.8.2 Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to develop an opinion or argument and support that point of view with evidence and reasons.

ESSENTIAL QUESTIONS

How do writers use the writing process to develop an opinion or argument and support that point of view with evidence and reasons?

MODULE ASSESSMENT

Published piece

Writer's notebook checks

On-demand written piece

Conferences

UNIT OBJECTIVES

Students will be able to...

- write opinion pieces
 - support claims with evidence and reasons
 - use essay structure effectively
 - group related ideas together

Oradell and River Edge Public Schools

Writing Grade 4

OPS BOE Approved

RE BOE Approved (7/26/17)

- use precise words
- use figurative language
- use a variety of strategies to write supporting evidence
- arrange writing sequentially
- write effective introductions and conclusions
- use a variety of transition words and phrases effectively
- publish with standard English conventions
- publish with standard English capitalization, punctuation and spelling
- present information using relevant technology

SKILLS

Students will be able to...

- define essay structure as a main claim with supportive examples
- use a variety of strategies to collect ideas for essay writing
- reach for the precise words to capture thoughts
- explore the use of metaphors for thoughts that don't easily fit into ordinary words
- push past their first thoughts by using thought prompts
- draft and revise thesis statements
- create an organizational structure (boxes and bullets) in which related ideas are grouped to support the writer's purpose
- draft mini stories or anecdotes that support their reasons
- use conversational prompts and transition words to move from one idea to the next
- explore multiple angles on one idea using the phrases
- angle anecdotes so they highlight and support the idea the writer wants to advance
- collect lists to support topic sentences
- gather quotes, or statistics, observations or citations to support claims
- revise by connecting facts and details to the supporting point
- edit for conventions of standard English grammar
- edit for conventions of capitalization, punctuation and spelling
- use a variety of digital tools to enhance communication
- use appropriate digital tools for word processing, graphic

organizers, inserting pictures, key word searches, etc.

RESOURCES

Technology: Voicethread.com (to record personal essays)

Literature:

"I Have a Dream" by Martin Luther King

The Pain and The Great One by Judy Blume

Alexander and the Terrible Horrible No Good Very Bad Day by Judith Viorst

Atlantic by G. Brian Karas

All the Places to Love by Patricia MacLachlan

In our Backyard Garden by Eileen Spinelli

Letter to the Lake by Susan Marie Swanson

Professional References:

Breathing Life into Essays by Lucy Calkins

**BY THE END OF FOURTH GRADE -
CONTENT-AREA WRITING:
BECOMING AN EXPERT ON A NONFICTION TOPIC**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.4.7** 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, research.
- b. Apply *grade 4 Reading standards* to informational texts
- 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, listening.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

- 9.1.4.E.1** Integrate digital media to enhance communication

TECHNOLOGY

- 8.1.4.8.1** Understand how to use digital tools for appropriate applications

- 8.1.4.8.2** Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to compose informative/explanatory texts to examine a topic and convey ideas and information clearly.

ESSENTIAL QUESTIONS

How do writers use the writing process to compose informative/explanatory text to examine a topic and convey ideas and information clearly?

MODULE ASSESSMENT

Published piece

Writer's notebook checks

On-demand written piece

Conferences

UNIT OBJECTIVES

Students will be able to...

- categorize nonfiction texts
- engage in research to find out more about a topic

Oradell and River Edge Public Schools

Writing Grade 4

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RE BOE Approved (7/26/17)

- research for relevant information
- distinguish between fact and opinion
- categorize information
- include both topics and subtopics
- take notes
- support claims with evidence and reasons
- analyze and reflect on research
- include text features
- use domain specific vocabulary and define words
- write introductions and conclusions
- present information using relevant technology
- publish with Standard English conventions- capitalization, punctuation and spelling

SKILLS

Students will be able to...

- note differences between structure, form and purpose in nonfiction texts
- find a reason and purpose for writing a nonfiction piece
- select and narrow a topic to the most interesting angle or aspect
- find what is interesting or compelling about a topic
- draft a table of contents
- plan for topics and subtopics
- revise to ensure topics and subtopics have equal weight and value
- make decisions to guide additional research
- use note taking as a way to grow thinking about a topic
- sort, classify and group information
- revise for facts definitions, concrete details and quotes or examples
- analyze information
- define vocabulary words or include context clues for new language
- use technology to gather information
- use technology to share learned information
- edit for conventions of Standard English grammar

- edit for capitalization, punctuation and spelling
- conduct research to demonstrate expertise through writing on a given topic
- use a variety of digital tools to enhance communication about a topic
- use appropriate digital tools for word processing, graphic organizers, inserting pictures, key word searches, etc.

RESOURCES

Texts: Wide assortment of non-fiction texts such as Dk Readers, Gail Gibbons books, Seymour Simon books and Time for Kids

Websites: Enchanted Learning.com (ex. Zoom Whales)

Technology: PowerPoint

Professional Resource: Individual Query Project

BY THE END OF FOURTH GRADE - EXAMINING A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

W.4.1

W.4.2

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.4.3

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** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.5** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.6** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, research.
- 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, listening.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.E.1** Integrate digital media to enhance communication

TECHNOLOGY

- 8.1.4.8.1** Understand how to use digital tools for appropriate applications
- 8.1.4.8.2** Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to respond to prompts within an established time.

ESSENTIAL QUESTIONS

How do writers use the writing process to respond to prompts within an established time?

MODULE ASSESSMENT

Several on-demand written pieces in a variety of genres

UNIT OBJECTIVES

Students will be able to...

- write effective responses to tasks or prompts
- vary writing structure and form according to the writing task
- use planning strategies to pre-write
- take compositional risks in their writing
- write strong leads and satisfying endings
- revise and edit quickly and effectively
- write with focus and stamina within a time constraint
- use conventions of Standard English - capitalization, punctuation and spelling

SKILLS

Students will be able to...

- distinguish between narrative, informational and persuasive writing
- recognize the skills writers need in order to able to write in narrative and non-narrative form
- use a story mountain to plan for narrative writing
- use boxes and bullets to plan for essay writing
- compose narrative stories in response to prompt that follows a predictable story structure and includes story elements
- compose essays in response to a prompt that explores an idea and gives supporting reasons and evidence
- evaluate their own writing
- revise as they write
- edit quickly and effectively
- employ good “test taker” strategies such as understanding the question, and underlining key words
- edit for conventions of Standard English - capitalization,

- punctuation and spelling
- use a variety of digital tools to enhance communication
- use appropriate digital tools for word processing, graphic organizers, inserting pictures, key word searches, etc.

RESOURCES

Support texts, such as 'Performance Coach' Sample Prompts

Professional References:

Blowing Away the State Writing Assessment by Jane Bell Kiester

Integrating Test prep into Reading and Writing Workshop by Nancy Jennison

Writing to a Prompt by Janet Angellilo

**BY THE END OF FOURTH GRADE -
WRITING ABOUT READING / LITERARY ESSAY**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.4.2** 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.

- W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, 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)
- 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.
- 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.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, listening.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.E.1** Integrate digital media to enhance communication

TECHNOLOGY

- 8.1.4.8.1** Understand how to use digital tools for appropriate applications
- 8.1.4.8.2** Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers will use the writing process to develop a claim that is supported by evidence from their reading.

ESSENTIAL QUESTIONS

How do writers use the writing process to develop a claim that is supported by evidence from their reading?

MODULE ASSESSMENT

Published piece

Writer's notebook checks

On-demand written piece

Conferences

UNIT OBJECTIVES

Students will be able to...

- speak and write about literary ideas about themes
- distinguish between narrative and non-narrative writing
- write focused and straightforward claims or thesis statements
- organize and plan for writing
- use transition words and phrases (i.e. because, therefore, since, for example) to connect opinion and reasons
- support a claim with reasons and evidence
- write introductions that set up the claim
- provide a concluding statement or section that restates the idea
- paraphrase a text
- quote a text
- build stamina and stretch literary essay writing muscles
- respond to an open ended constructed response
- use varying verb tenses accurately
- use correct punctuation for quoting a text and for writing titles
- use commas, capitalization and punctuation effectively

SKILLS

Students will be able to...

- use sentence starters to “talk long” about a provocative text
- use boxes and bullets to plan for writing
- revise thesis statements for precise language and accuracy
- identify which detailed actions and words show how parts of the book support a claim
- identify specific evidence (eg. dialogue, facts, events) from the text to support the thesis
- orient the reader by writing one or two sentences about what the book is about before stating your claim
- paraphrase with detail, specificity and brevity when referring to a specific part of a story
- write before and after a quote to set the reader up for the part that’s being quoted
- use follow up sentences after a quote to make their point clear
- use appropriate punctuation for quoting texts
- revise for varied sentences and word choice
- revise for comma usage, capitalization and quotation marks
- transfer the skills of literary essay writing to an open-ended, constructed response
- use a variety of digital tools to enhance communication
- use appropriate digital tools for word processing, graphic organizers, inserting pictures, key word searches, etc.

RESOURCES

Supplies: Writer’s Notebook, Two Pocket Folder, mentor texts

Websites: www.unitsofstudy.com/iuos/default.asp

Literature:

Every Living Thing by Cynthia Rylant

The Marble Champ from *Baseball in April and Other Stories* by Gary Soto

Eleven from *Woman Hollering Creek and Other Stories* by Sandra Cisneros

Paper Bag Princess by Robert Munsch

Those Shoes by Maribeth Boelts

The Great Gilly Hopkins by Katherine Paterson

Professional References:

Literary Essays: Writing About Reading by Lucy Calkins

**BY THE END OF FOURTH GRADE -
CRAFTING A PERSUASIVE ESSAY, ADVERTISEMENT OR
COMMERCIAL SCRIPT**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.
- 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 (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.4.3** Identify the reasons and evidence a speaker provides

to support particular points.

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

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

21ST CENTURY SKILLS

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

9.2.4.E.1 Understand what it means to be a responsible consumer and the factors to consider when making consumer decisions

TECHNOLOGY

8.1.4.8.1 Understand how to use digital tools for appropriate applications

8.1.4.8.2 Understand how to use word processing programs

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to develop an argument and support a point of view in order to persuade an audience.

ESSENTIAL QUESTIONS

How do writers use the writing process to develop an argument and persuade an audience?

MODULE ASSESSMENT

Published personal narrative
Writer's notebook checks
On-demand written piece
Conferences

UNIT OBJECTIVES

Students will be able to...

- write persuasive opinion pieces
- take a definitive author's stance on a topic
- use claims, evidence and reasons to persuade
- use both facts and opinions to support an argument
- connect opinions and reasons
- present written arguments to an audience orally with visual and/or multimedia aides

SKILLS

Students will be able to...

- gather ideas from their lives and personal experiences
- differentiate between fact and opinion
- examine persuasive texts, take notes, and identify key words and phrases
- introduce the argument and provide reasons that support it
- use drama to assign parts to a commercial script
- develop a unique author's stance
- use transition words and phrases to connect opinion and reasons
- edit for conventions of standard English grammar
- edit for conventions of standard English capitalization, punctuation and spelling
- conduct research to demonstrate expertise through writing on a given topic
- use a variety of digital tools to enhance communication about a topic
- understand the strategies used in advertisement and apply those strategies to create your own advertisement
- use appropriate digital tools for word processing, graphic organizers, inserting pictures, key word searches, etc.

RESOURCES

Literature:

The Kid Who Ran For President by Dan Gutman

Tales of a Fourth Grade Nothing by Judy Blume

Soup For President by Robert Newton Peck

The Ballot Box Battle by Emily Arnold Mcully

Recycle by Gail Gibbons (gives reasons)

The Hundred Penny Box by Sharon Bell Mathis

Professional References:

Writing to Persuade by Karen Caine

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.