



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 4

Unit Name: How Writers Work

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understanding

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Essential Question

- How do writers utilize their knowledge to tell meaningful focused stories of their lives?
- How do writers use their notebooks to help them capture their thinking and ideas?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Aloud</p> <p>Day 1 I can engage effectively in conversations about writing and our writing community.</p> <p>Day 2 & 3 I can use my notebook to collect and expand ideas for writing.</p> <p>Day 4 I can read like a writer and focus on one event to determine significance.</p> <p>Day 5 I can think about “small” moments and experiences in my life and celebrate them through writing.</p> <p>Mini-Lessons</p> <p>Generating Ideas I I can recall and write about memories, using descriptive details.</p> <p>Generating Ideas II I can write “small”, make lists and use classroom anchor charts as sources of inspiration.</p> <p>Selecting I can select an idea to develop and publish, keeping in mind purpose and audience.</p> <p>Collecting I can sketch as a way of zooming in on small details to include in my writing.</p> <p>Drafting I can organize my writing into a beginning, middle and conclusion using transition words and/or phrases. I can write with stamina and volume.</p> <p>Revising I can make decisions regarding word choice to enhance meaning.</p>	<ul style="list-style-type: none"> ● Metacognition ● Purpose/meaning ● Craft/Style ● Text and Genre Features/Structure ● Drafting/Organization ● Routines and management ● Generating ideas and entries ● Writing with independence ● Writing with stamina ● Present Content Knowledge ● Elaborating ● Demonstrating meaningful word choices. ● Revising and editing and publishing 	<p>Formative</p> <ul style="list-style-type: none"> ● Where Are My Students in the Writing Process? ● Conference Questions from the How Writer’s Work Grade 4 Unit of Study ● See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> ● Standards-Based Writing Rubric Text Type: Narrative Grade 4 ● How Writers Work Grade 4 Student Performance Checklist ● How Far Have I Come? (Self-reflection) <p>Benchmarks</p> <ul style="list-style-type: none"> ● DRA (Fall, Winter, Spring) 	<p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Amelia Writes Again</i> ● <i>A Desert Scrapbook</i> ● <i>I’m in Charge of Celebrations</i> ● <i>Saturdays and Teacakes</i> ● <i>A Writer’s Notebook</i> <p>Digital Texts</p> <ul style="list-style-type: none"> ● <i>RAZ Kids</i> ● <i>Story Works</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> ● Ways to Celebrate (Professional Article/Reference) <p>Student Forms</p> <ul style="list-style-type: none"> ● My Writing Interest Interview ● Selecting a Piece to Publish ● CUPS Editing Checklist ● Readers’ Comments ● Author’s Note Dedication

<p>Editing I can use an editing checklist to improve my writing. I can peer edit to improve my writing.</p> <p>Publishing I can publish my writing piece to celebrate with my peers.</p> <p>Self-Reflection I can reflect on how I've grown as a writer and set writing goals for myself.</p>		<p>Alternative</p> <ul style="list-style-type: none"> • Use of Student Forms and Graphic Organizers for assessments • Oral Responses to questions pertaining to How Writer's Work Unit of Study • Anecdotal Notes and observation 	<p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Writer's Notebooks or Folders • Spelling resources such as student dictionaries, personal dictionaries, word walls, and word lists • Publishing Materials • Pens/Pencils, Highlighters (for writing, revising and editing) • Lined Paper • Chart paper • Sticky Notes • Drafting Folders • Students' Drafts • Students' Published Pieces <p>Word Study/Spelling/ Vocabulary</p> <ul style="list-style-type: none"> • Flocabulary.com
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NJ Student Learning Standards (2016)

WRITING

Text Types and Purposes

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. Provide a conclusion or section 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; including 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 or section related to the information or explanation presented.

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

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

Production and Distribution of Writing

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

W.4.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

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.

Research to Build and Present Knowledge

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

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

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). 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”).

Range of Writing

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.

SPEAKING and LISTENING

Comprehension and Collaboration

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

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

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

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

Presentation of Knowledge and Ideas

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

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 (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

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

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

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.

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

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

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.

g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.

NJSLS Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Connections and Activities

- Take class on a tour of the school grounds or the school itself and have students sketch their observations in their Writers' Notebooks and make a map of all or part of this journey 6.1.4.B.1, CRP6
- Students bring in objects, create a memory box, or a digital slideshow to display important artifacts that will help capture moments and create focused stories of their lives. 8.1.5.A.1, 8.1.5.A.2

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- 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.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts that address the same enduring understanding as the How Writer's Work unit.</p> <p>Students choose additional memories to write about in the Times We Will Never Forget lesson.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Prior to the immersion lesson, engage students in a discussion about their past experiences as writers. Use the questions on the Appendix "My Writing Interest</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the fourth grade How Writers Work Grade 4 unit.</p> <p>Supply students with Anchor Charts: As a Community of Writers We..., What is a Writer's</p>

<p>Students type their final drafts and their Author's Note and Dedication pages in Google Docs/Classroom.</p>	<p>Interview" to guide the discussion using these additional questions:</p> <ul style="list-style-type: none">• When did you learn how to write in English?• What kind of writing do you like to do in your first language? <p>Model what it sounds like to echo a question when answering it in a complete sentence. Orally rehearsing their ideas will help the students write complete sentences that contain correct verb tenses, appropriate vocabulary, and appropriate sentence structures during independent writing time.</p> <p>During the read, highlight some of the descriptive vocabulary words from the book to the students: sunlight, broiling, fiery, sweeping, drenching, scorcher, parched, and crashing. Model how you would sketch one of the words and then ask each student to make a sketch of another one of the words to illustrate its meaning.</p> <p>Before students go off to write, make sure they have a memory they want to write about. Guide them to orally tell what happened first, next, and last. As you confer with your students, remind them to use techniques they may know and understand, such as descriptive adjectives, and/or review and guide them to use a craft technique from today's the Read Like a Writer lesson.</p> <p>Students can underline or highlight the words they know and can use as they draft. You can go back to teach the other words at a different point. You may want to try</p>	<p>Notebook, Sample Craft Chart, Times We Will Never Forget, What To Do If I'm Done or Stuck, Transition Words and Phrases, When Drafting We.</p> <p>Suggestion: tape or staple anchor charts into student's notebooks for easy reference.</p> <p>Partially complete How Writers Work Grade 4 Graphic Organizers such as Sketching Frames, Let's Get Organized, Dialog and Internal Thinking.</p> <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the How Writers Work Grade 4 unit of study.</p> <p>Provide samples and model each step of the writing process as needed.</p> <p>Use sticky notes to annotate.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the How Writer's Work Grade 4 unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require writing.</p> <p>*Also see Modifications to Support English Language Learners.</p>
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	<p>creating a hand movement to help illustrate the meaning of some of these words.</p> <p>During independent writing time, meet with your students to review the "U" portion of the editing checklist, correct usage. Explain that good writers are often able to hear when they have made an error in their usage. Model reading part of your piece aloud to the small group. Ask the students to be detectives listening for the following:</p> <ul style="list-style-type: none">• Are the words used correctly?• Are the words in the right order?• Are there any words left out?• Are the sentences complete?• Is it clear and understandable? <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary.</p> <p>Word/picture bank available for students' reference.</p> <p>*Also see Modifications to Support(Students with IEPs/504s and At-Risk Learners</p>	
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Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>

