Cliffside Park Public Schools

Writing: Grade 4

Unit Name: Nonfiction

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understandings

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

Essential Question

- How will writers gather, organize and elaborate to make their nonfiction writing more meaningful?

Focus of Standards			
Student Outcomes	**Skills**	**Assessments**	**Resources**
Immersion: Interactive Read Aloud Lessons **Day 1** I can explore this units mentor texts to learn about nonfiction writers convey ideas and information in engaging ways. **Day 2** I can examine how nonfiction texts include formatting features to organize information, focus on key ideas and list sources. **Day 3** I can identify how nonfiction authors use to connect to their audience and purpose. **Day 4** I can explore the different visuals that nonfiction authors use to enhance the text. **Day 5** I can explore how nonfiction authors use their interests, passion, and curiosity to select a topic. **Mini-Lessons** **Generating Ideas I** I can explore my own passions as possible topics for nonfiction writing. **Generating Ideas II** I can explore topics about which I have firsthand experience and for which I can do primary research. **Generating Ideas III** I can explore topics I am interested in researching and reading more about. **Selecting** I can thoughtfully decide on a nonfiction topic to research and develop.	● Craft/Style, ● Listening and Responding, ● Text and Genre Features/Structure ● Purpose/Meaning ● Metacognition ● Research ● Revision ● Editing ● Publishing ● Generating ideas and entries ● Gathering information ● Writing with independence ● Writing with stamina ● Writing with focus and organization ● Elaborating ● Demonstrating meaningful word choices.	**Formative** ● Where Are My Students in the Writing Process? ● Nonfiction Grade 4 Student Performance Checklist ● Making Connections (ELL, ELD) ● Conference Questions from the Grade 4 Nonfiction Unit of Study. ● See **Student Forms** for additional assessment opportunities **Summative** ● Standards-Based Writing Rubric Text Type: Informational/ Explanatory Grade 4 ● Nonfiction Grade 4 Student Performance Checklist – Writing	**Mentor Texts** ● *Ape* ● *A Drop of Water* ● *Everglades* ● *Exploding Ants* ● *The Great Fire* ● *How to Talk to Your Dog* ● *If You Decide to go to the Moon* ● *Into the Sea* ● *The Top of the World: Climbing Mount Everest* ● *A Walk in the Forest* **Professional Article/Resource** ● *Using Signal Words In Persuasive Writing* ● *Ways to Celebrate* **Digital Texts** ● *RAZ Kids* ● *Storyworks* **Student Forms** ● Author's Voice in Informative Text ● Homework-Primary Source Research ● Purpose and

Collecting I I can activate schema and generate questions to guide my research. **Collecting II** I can develop a plan for my research. **Collecting III** I can consider and gather information from a variety of print and digital resources. **Collecting IV** I can consider purpose and audience before I begin drafting. **Drafting I** I can develop an appropriate and engaging introduction. **Drafting II** I can select and construct the appropriate organization and structure for my nonfiction piece. **Drafting III** I can develop an appropriate and engaging conclusion. **Revising I** I can include authentic and concrete details to enhance my nonfiction piece. **Revising II** I can include transition words and/or phrases to move from one idea to the next. **Revising III** I can include details and words that add to imagery. **Editing** I can use an editing checklist to improve my writing. I can peer edit to improve my writing. **Publishing** I can publish my writing piece to celebrate with my peers. **Self-Reflection** I can use a self-assessment questionnaire to reflect on how I've grown as a nonfiction writer.		● Student Self-Assessment Questionnaire **Benchmarks** ● Editing Checklist ● Draft ● Final piece ● Student Performance Checklist ● DRA (Fall, Winter, Spring writing portion) **Alternative** ● Oral responses and graphic organizers pertaining to the Non-Fiction Grade 4 Unit of Study	Audience Questionnaire ● Non-Fiction Features Checklist for Editing ● About the Author ● Student Self-Assessment Questionnaire **Classroom Library Materials** ● Writer's Notebooks or Folders ● Dictionaries ● Publishing Materials ● Pens/Pencils (for writing, revising and editing) ● Paper ● Chart Paper ● Collections of other Non-Fiction books **Additional Resources** ● List of possible nonfiction topics for you to model a think-aloud during "Present" **Word Study/Spelling/ Vocabulary** ● Flocabulary.com

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.
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.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). Use precise language and domain-specific vocabulary to inform about or explain the topic.
d.Provide a conclusion related to the opinion 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 guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
 W.4.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (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 Writing
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 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 a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas
SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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).

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.Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
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)
Comprehension and Collaboration
L.4.2: Observe conventions of capitalization, punctuation, and spelling when writing.
a.Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text.
b.Use a comma before a coordinating conjunction in a compound sentence.
c.Spell grade-appropriate words correctly, consulting references as needed.
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.
a.Choose words and phrases to convey ideas precisely.
L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
a.Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
b.Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify

the precise meaning of keywords and phrases.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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

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

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

NJSLS Technology Standards

8.1 Educational Technology

8.1 Educational Technology: 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.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

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

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and **sources,** evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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.

NJSLS Technology Standards

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

Interdisciplinary Connections and Activities

- Students choose a topic from the Soils, Rocks and Landforms in their FOSS Science and further research to make a presentation, project or digital component. ESS1, 8.1.5.A.2
- Students research and compare multiple possible solutions to protecting the environment by creating a poster or presentation to explain and then display their findings. 3-5-ETS1-2, 8.1.5.E.1, CRP6

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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)**
	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.

Higher level texts that address the same enduring understanding Grade 4 Nonfiction Unit

Students should be encouraged to use their own creativity to design a class bulletin board to display the non-fiction pieces.

Students independently use technology, including the Internet, to produce information about their topics.

Students explore other mentor texts to get additional ideas for their introductions.

Students independently use a thesaurus to find descriptive adjectives and strong verbs.

language tasks & provide key language uses to students.

Use a picture walk to activate students' prior knowledge about Grade 4 Nonfiction unit of study.

Have students conduct a nonfiction "scavenger hunt" using the Appendix "Nonfiction Features Chart," but add an additional column called "How It Looks." Students should use this column to put an example of each feature they find in a book.

Students can use the chart found on the Appendix "Observing Voice" to record their thoughts and observations about the voice of the mentor texts they read.

Explain and discuss the word "passions" so students fully understand its meaning and can provide their own examples. You might want to provide these sentence stems as students discuss their passions during the "Engage" portion of this lesson:

- I love to __.
- I really like to __ whenever I can.I would love to learn more about __.

Work with English language learners either right before or after this lesson

Pre-teach Tier 2 and Tier 3 Vocabulary for the third grade Nonfiction Grade 4 unit.

Supply Students with Anchor Charts:
Non-Fiction Features Chart, Quotes from Jim Murphy, Topic Key, So Many Questions!, Primary Research Sources, Secondary Research Sources, Purposes for Writing Non-Fiction, Introduction Options, Non-Fiction Structure Possibilities, Authentic and Concrete Details, Common vs Specific Linking Words and Phrases, Capitalization of Non-Fiction Features, and Thinking About Dedications.
Suggestion: Tape or staple anchor charts into student Writer's notebook for easy reference.

Partially complete Feature Article Grade 4 Graphic Organizers such as:
Observing Voice, Observing Visuals, Words and Terms I Know, Picture Dictionary, Topics of Interest, How to Talk to Your Dog Question Web, Things I Know and Questions I Have, Creating Imagery,

Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Non-fiction Grade 4 unit of study.

Provide samples and model each step of the writing process as needed.

Use sticky notes to annotate

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Non-fiction Grade 4 unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

	to create a shared list of passions or fascinations that can be observed in school.

Create a student-friendly chart that students can refer to when writing their own questions about their topics. Guide students to choose the starters that connect to their selected topics.

Work with your English language learners before this lesson to identify places in their drafts where their writing is vague. Give examples of vague language versus precise language.

Model how students should answer questions on forms, charts and organizers.

Access to word/picture banks to reference in tasks that require reading and writing in the Grade 4 Nonfiction unit of study.

Explain the word "purpose" by making connections to reasons why students do things in their everyday lives. For example:
What is the purpose or reason why teachers give homework? Teachers want their students to practice and learn important skills.
What is the purpose or reason why there are school and classroom rules? So children are safe and | Access to word/picture banks to reference in tasks that require writing.

Encourage students to highlight signal and linking words in the editorials they have been reading.

Provide some sentence stems for the students' Dedications. For example:

- "I dedicate this book to __ because __."
- "To __, __, and __ for __."

Complete some examples with students' input.

*Also see modifications for English Language Learners |

respectful.
What is the purpose or reason why you are writing about __? I am writing about __ because I want to __.

Model writing a Table of Contents while thinking aloud to students and referring to the Appendix "Capitalization of Nonfiction Features." Display the Table of Contents on the Appendix "Making Corrections" to collaboratively make the needed corrections while again referring to the Appendix "Capitalization of Nonfiction Features."

Extend wait time to an additional 5-7 seconds before calling on another students when asking questions concerning the Grade 4 Nonfiction unit of study.

Model how to use a thesaurus to find descriptive adjectives and strong verbs.

Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)

Visuals and illustrations to be used for comprehension of Tier 1, 2 and 3 terms.

Graphic Organizers *(Adapted)*

| | Questions and Answers, Book Structures and Making Connections

*Also see modifications to support students with IEPs/504s and At-Risk Learners | |

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 Fundations (2015) http://www.wilsonlanguage.com