



BOE Approved 8/18

## Cliffside Park Public Schools

### Writing: Grade 4

**Unit Name:** Feature Article

**Resource:** Writer's Workshop, Schoolwide

**Duration:** 8-10 Weeks

#### Enduring Understandings

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

#### Essential Questions

- How do writers organize their opinions and support their ideas with a variety of evidence?
- How do writers select and research their topics so that they can express their opinions with details and evidence?

**Focus of Standards**

Student Outcomes	Skills	Assessments	Resources
<p><b>Immersion: Interactive Read Aloud</b></p> <p><b>Day 1</b> I can explore this units mentor texts to learn about the genre of feature articles.</p> <p><b>Day 2</b> I can explore feature articles to learn about how writers find topics for their articles.</p> <p><b>Day 3</b> I can explore feature articles to learn about writers present familiar topics in unique and entertaining ways.</p> <p><b>Day 4</b> I can explore feature articles to learn about the structure of featured articles.</p> <p><b>Day 5</b> I can explore feature articles to learn about the different features included in featured articles.</p> <p><b>Mini-Lessons</b></p> <p><b>Generating Ideas I</b> I can consider my own interests as possible topics for my featured article.</p> <p><b>Generating Ideas II</b> I can consider topics I know a lot about or am interested in researching and becoming an expert on.</p> <p><b>Generating Ideas III</b> I can brainstorm topics of interest and generate questions that will guide my research.</p> <p><b>Selecting</b> I can thoughtfully decide on a topic to research and develop, keeping in mind purpose and audience.</p> <p><b>Collecting I</b> I can activate schema and generate questions to guide and begin my research.</p>	<ul style="list-style-type: none"> <li>● Purpose/Meaning</li> <li>● Text and Genre Features/Structure</li> <li>● Craft/Style</li> <li>● Listening and Responding</li> <li>● Metacognition</li> <li>● Research</li> <li>● Drafting/Organization</li> <li>● Revising/Editing/Publishing</li> <li>● Comprehension: Questioning</li> <li>● Comprehension: Making Connections/Schema</li> <li>● Conventions and Grammar</li> <li>● Editing</li> <li>● Gathering information</li> <li>● Writing with independence</li> <li>● Writing with stamina</li> <li>● Writing with focus and organization</li> <li>● Elaborating</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Where Are My Students in the Writing Process?</li> <li>● Feature Article-Grade 4 Student Performance Checklist</li> <li>● Selecting My Idea for My Feature Articles</li> <li>● Conference Questions Specific to Feature Article Grade 4</li> <li>● Me=Feature Article Writer (Self-Reflection Form)</li> <li>● Revision Checklist</li> <li>● Editing Checklist</li> <li>● My Experience With Editorials</li> <li>● See <b>Student Forms</b> for additional assessment opportunities</li> <li>● DRA (Fall, Winter, Spring)</li> </ul>	<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>● <i>And So They Build</i></li> <li>● <i>Animal Minis! What Kids Really Want to Know About Tiny Animals</i></li> <li>● <i>Basketball in Action</i></li> <li>● <i>George Washington's Teeth</i></li> <li>● <i>Ice Bear: In the Steps of the Polar Bear</i></li> <li>● <i>The Life and Times of the Peanut</i></li> <li>● <i>Secrets of the Mummies</i></li> <li>● <i>SNACK! A Book About Alligators and Crocodiles</i></li> <li>● <i>Soccer in Action</i></li> <li>● <i>The Story of Salt</i></li> </ul> <p><b>Professional Article/Resource</b></p> <ul style="list-style-type: none"> <li>● <i>Using Signal Words In Persuasive Writing</i></li> <li>● <i>Ways to Celebrate</i></li> </ul> <p><b>Feature Article Shared Texts</b></p> <ul style="list-style-type: none"> <li>● "Brace Yourself"</li> <li>● "E-Trash:What Happens to Our</li> </ul>

<p><b>Collecting II</b> I can select an angle, audience and purpose for my featured article.</p> <p><b>Collecting III</b> I can continue to gather information from a variety of print and digital resources.</p> <p><b>Collecting IV</b> I can select a structure for organizing and grouping my research.</p> <p><b>Drafting I</b> I can explore different text structures and select one to begin drafting my article.</p> <p><b>Drafting II</b> I can draft a catchy lead that clearly introduces my topic.</p> <p><b>Drafting III</b> I can compose paragraphs for my featured article.</p> <p><b>Drafting IV</b> I can draft a conclusion to wrap up my article.</p> <p><b>Revising I</b> I can include transition words and/or phrases to move from one idea to the next.</p> <p><b>Revising II</b> I can include authentic and concrete details to enhance my featured article.</p> <p><b>Revising III</b> I can include visual elements to enhance meaning and purpose.</p> <p><b>Editing</b> I can use an editing checklist to improve my writing. I can peer edit to improve my writing.</p> <p><b>Publishing</b> I can publish my featured article to celebrate with my peers.</p> <p><b>Self-Reflection</b> I can use a self-assessment questionnaire to reflect on how I've grown as writer of featured articles.</p>		<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Standard-Based Writing Rubric Text Type: Informational-Explanatory Grade 4</li> <li>• Standard-Based Writing Rubric Text Type: Opinion Grade 4</li> <li>• My Experience with Editorials</li> <li>• DRA (Spring)</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Editing Checklist</li> <li>• Draft</li> <li>• Final piece</li> <li>• Student Performance Checklist</li> <li>• Revising Checklist (Student Form)</li> <li>• DRA (Fall, Spring)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Use of Formative Assessment Graphic Organizers</li> <li>• Oral responses and graphic organizers pertaining to the Feature Article Grade 4 Unit of Study</li> <li>• Anecdotal Notes</li> </ul>	<p>Old Electronics”</p> <ul style="list-style-type: none"> <li>• “Getting Back Up With Lindsey Vonn”</li> <li>• “Penguins on Parade”</li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>• <i>RAZ Kids</i></li> <li>• <i>Storyworks</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>• Selecting My Idea for My Feature Articles</li> <li>• Finding Your Angle: Considering Your Audience and Purpose</li> <li>• My Research: Organized</li> <li>• Leads That Capture Attention and Introduce Your Topic</li> <li>• Wrapping It Up: Types of Conclusions</li> <li>• Transitions/Linking Words and Phrases</li> <li>• Studying Transition/Linking Words and Phrases</li> <li>• Two Kinds of Special Features</li> <li>• Varying Sentence</li> </ul>
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			<p>Length</p> <ul style="list-style-type: none"><li>● Punctuate for a Powerful Voice</li><li>● Me=Feature Article Writer (Self-Reflection Form)</li><li>● What's the Opinion?</li><li>● Talking Stems for Discussion</li><li>● My Most Important Issue</li><li>● Finding Research to Back Up My Position</li><li>● Heights of Editorial Introductions</li><li>● Crafting My Thesis Statement</li><li>● Persuasive Writing Signal Words</li><li>● Letting My Voice Come Through</li><li>● Revision Checklist</li><li>● Editing Checklist</li><li>● Crafting the Perfect Title</li><li>● My Experience With Editorials</li></ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"><li>● Writer's Notebooks or Folders</li><li>● Dictionaries</li><li>● Publishing Materials</li></ul>
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			<ul style="list-style-type: none"> <li>● Pens/Pencils (for writing, revising and editing)</li> <li>● Paper</li> <li>● Chart Paper</li> <li>● Examples of 1-2 Student Notebook Entries</li> </ul> <p><b>Word Study/Spelling/ Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Flocabulary.com</li> </ul>
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**NJ Student Learning Standards**

**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.

a. Provide reasons that are supported by facts from texts and/or other sources

b. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

c. 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, 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 related to the information or explanation presented.

**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, 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 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 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.

**L.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.

### **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.

**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**

**8.1.5.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.

**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.

### **Interdisciplinary Connections and Activities**

Student choice on completion of publishing editorial/feature article

- Use a program or web site like PowerPoint or Google Slides to create a multimedia presentation. 8.1.5.A.1, 8.1.5.A.2, CRP2
- Add audio recordings and visual displays to enhance the main ideas or arguments. 1.4.12.B.3
- Design a magazine/newspaper cover layout related to own feature article. 1.1.5.D.1

### **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.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP11.** Use technology to enhance productivity.

<b>Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies</b> <i>(Alternate Modes of Instruction and Support)</i>		
<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Need to address Content process and product for these students:</p> <p>Independently, students will have choice to write something unique and informative about a familiar topic.</p> <p>Students may collect:</p> <ul style="list-style-type: none"> <li>● Titles and authors' names of favorite articles (can be chosen from the chart)</li> <li>● Quotes from their favorite articles</li> <li>● Great beginnings and endings</li> <li>● Best paragraphs</li> <li>● Best expert opinions;</li> <li>● Most fascinating statistics</li> <li>● Favorite features of this genre, such as charts, tables, illustrations, etc.</li> </ul> <p>Students Independently create their own "Interest Web"</p> <p>Students create a survey or conduct an interview to enhance their feature article.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Use a picture walk to activate students' prior knowledge about writing from the Feature Article Grade 4 unit of study.</p> <p>Students keep a notebook of vocabulary they learn throughout this unit. They can illustrate their words, create a definition, or translate into their native language.</p> <p>Before reading <i>George Washington's Teeth</i>, display a picture of George Washington and have a brief discussion about who he was.</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 third grade Feature Article Grade 4 unit.</p> <p><b>Supply students with Anchor Charts:</b>            Features of Feature Articles, School Bus, Seeing Topics in New Ways, What Do I Know? What Am I Good At? I'm an Expert!, Considering the Topic and Angles for Lindsey Vonn, One Way of Organizing Research, Possible Text Structures, Taking a Close Look at Paragraphs, A Snazzy Title Can Be a Good Thing and Editorial Vocabulary.            Suggestion: Tape or staple anchor charts into student writing notebooks for easy reference and modeling.</p> <p><b>Partially complete Feature Article Grade 4 Graphic Organizers such as:</b>            Interest Web, Getting Ready for Research, Facts and Details to Support Opinions, Planning Your Feature</p>

Students should have some background knowledge about teeth from the article "Brace Yourself," but discuss with them the concept of losing teeth. *When do you lose teeth and why? What happens to adults who might lose their teeth?* Teach and explain the following words during the read-aloud: **dentist, rotten, yank, sore, gums, bravely, grin, false teeth, and molars.**

*Soccer in Action* provides many opportunities to teach the names of different body parts. The visuals in the book are clear, excellent resources to expand language. You can focus on basic or complex labels (e.g., legs, feet, chest vs. quadriceps, ankle, trunk).

Pre-teach the following vocabulary: **perspective, audience, purpose, and angle.** In small groups, have students examine articles with picture support, calling attention to the author's audience and purpose. Provide a list of possible audiences students can choose from to develop their articles.

Access to word/picture banks to reference in tasks in the Feature Article Grade 4 writing unit.

Article: Question & Answer, My Hot Topics and Structuring the Body of an Editorial,

Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Feature Article 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 Feature Article Grade 4 unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

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.

Give students choices of the following ways to publish their editorials:

- Type them on the computer
- Neatly hand write a final copy
- Use a program or web site like PowerPoint or Google Slides to create a multimedia presentation
- Use a template on Microsoft Word or Microsoft Publisher that mimics a newspaper layout and font
- Add audio recordings and visual displays to enhance the main ideas or arguments

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

**Student Forms:**

- Composing Paragraphs
- Possible Sentence Stems
- Adapted “My Hot Topic”

During small-group work, show students how to use appropriate transition words in their drafts. For example: first, in addition, finally, one, another, next, first of all, also, one example, another example.

Before the read, prepare your English language learners by asking them to share their experiences with homework from their native country. You might ask the following questions to initiate a discussion:

- Is the amount of homework in the U.S. more or less than in your native country?
- Do you think it is better or worse here? Why?

As you present hot topics and possible ideas for editorials, consider topics or issues that are relevant to your community of English language learners. Perhaps ask these questions to help students find topics that matter:

\*Also see modifications for English Language Learners

- Was it hard for you or your family when you moved to this country? Why? How could the move or transition have been made easier?
- Is there a topic or issue you feel strongly about in your native country? What is your opinion about it?

Create a podcast or video recording of students presenting their editorials. They can email it to relatives in their native countries.

Word/picture bank available for students' reference.

\*Also see modifications for 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 Foundations (2015)** <http://www.wilsonlanguage.com>