



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 4

Unit Name: Cynthia Rylant Author Study

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 Questions

- How can I emulate Cynthia Rylant's mentor texts into my fiction writing?
- How do narrative writers select their topics so that they are meaningful and connected to purpose and audience?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Aloud</p> <p>Day 1 I can explore a variety of Cynthia Rylant books to gain an understanding of who she is and how she writes.</p> <p>Day 2 I can explore and discuss Cynthia Rylant’s motivation and purpose for writing.</p> <p>Day 3 I can observe and discuss how Cynthia Rylant uses effective techniques to develop real and personal experiences.</p> <p>Day 4 I can observe, discuss and compare how Cynthia Rylant approaches a familiar topic in similar and different ways.</p> <p>Day 5 I can identify evidence from literary texts to better understand Rylant’s message or themes.</p> <p>Mini Lessons</p> <p>Generating Ideas I I can reflect on significant moments as an idea for writing.</p> <p>Generating Ideas II I can use specific details to enhance meaning.</p> <p>Generating Ideas III I can relax my mind to write freely.</p> <p>Generating Ideas IV I can reflect on my interests, passions and desires as motivation for writing.</p> <p>Generating Ideas V I can reflect on and brainstorm symbols that are important to me and use them as motivation for writing.</p>	<ul style="list-style-type: none"> ● Craft/Style ● Listening and Responding ● Purpose/Meaning ● Text and Genre Features/Structure ● Listening and Responding ● Metacognition ● Drafting/Organization ● Revision ● Conventions and Grammar ● Editing ● Publishing ● Writing with independence ● Writing with stamina ● Writing with focus and organization ● Demonstrating meaningful word choices ● Elaborating ● Revising, editing and publishing 	<p>Formative</p> <ul style="list-style-type: none"> ● Where Are My Students in the Writing Process? ● Cynthia Rylant Author Study Grade 4 Student Performance Checklist ● Conference Questions from the Grade 4 Cynthia Rylant Author Study ● See Student Forms for additional assessment opportunities ● DRA (Fall, Winter) <p>Summative</p> <ul style="list-style-type: none"> ● Standards-Based Writing Rubric Text Type: Narrative Grade 4 ● Questionnaire for Self-Reflection on Cynthia Rylant Author Study ● DRA (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> ● Editing Checklist 	<p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>An Angel for Solomon Singer</i> ● <i>Appalachia: The Voices of Sleeping Birds</i> ● <i>Best Wishes</i> ● <i>Boris</i> ● <i>Every Living Thing</i> ● <i>Long Night Moon</i> ● <i>Missing May</i> ● <i>Night in the Country</i> ● <i>The Relatives Came</i> ● <i>Scarecrow</i> ● <i>Excerpts</i> <p>Digital Texts</p> <ul style="list-style-type: none"> ● <i>RAZ Kids</i> ● <i>Storyworks</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> ● Cynthia Rylant’s Purposes For Writing ● Excerpts ● Movement Over Time Map <p>Student Forms</p> <ul style="list-style-type: none"> ● Why is Cynthia Rylant a Good Teacher of Writing? (Form and Sample Chart)

Selecting

I can reflect on my entries and select an idea to develop and publish.

Collecting I

I can think about my purpose and how the information I collect will affect my story.

Collecting II

I can reflect on and envision specific experiences in order to add sensory details to my writing.

Collecting III

I can use concrete words and personification to enhance my writing.

Collecting IV

I can develop my experiences and organize events to unfold naturally.

Drafting I

I can use the narrative text structure when writing my draft.

Drafting II

I can analyze Cynthia Rylant's endings to improve my own conclusion.

Revising I

I can make decisions regarding word choice and dialogue to develop and show the thoughts, feelings and responses of my characters.

Revising II

I can analyze Cynthia Rylant's leads and use them as models for revising my own.

Revising III

I can analyze how Cynthia Rylant's varying sentence lengths create rhythm and fluency, and use them as models for revising my own.

Revising IV

I can make revisions as needed to ensure my narrative is clear and well organized.

Editing I

I can use an editing checklist to improve my writing.

- Drafts
- Final piece
- Student Performance Checklist
- DRA (Fall, Winter, Spring)

Alternative

- Adapted formative assessments
- Oral responses to graphic organizers and checklists pertaining to the Cynthia Rylant Author Study Grade 4
- Anecdotal Notes

- Ideas From Special Memories
- What Are My Passions and Longings (Form and Sample Chart)
- Guided Questions for Selecting Idea (also adapted)
- Senses Observation Sheet
- Interview Sheet
- Have-A-Go-Sheet
- Transition Words and Phrases to Show Time
- Synonyms for Commonly Used Verbs and Adjectives
- Revising for Clarity and Organization Checklist
- Questionnaire for Self-Reflection on Cynthia Rylant Author Study

Classroom Library Materials

- Students' Writer's Notebooks or Folders
- Dictionaries
- Publishing Materials
- Pens/Pencils (for

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 writer.

writing, revising and editing)

- Paper
- Movement Over Time Map
- Student Form: Transition Words and Phrases to Show Time
- Sticky Notes
- Student Drafts
- Students' Completed Pieces

Additional Materials

- Pictures of common symbols (medical, teams, recognizable logos, coins, valentines) and a chart of symbols that could be important in student's life
- Create a chart or display a page from your notebook of topics that you free wrote.

Word Study/Spelling Vocabulary

- Flocabulary.com

NJ Student Learning Standards

WRITING

Text Types and Purposes

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.4.6: 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.4.8: 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 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.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

- Have students talk to friends or family members about a meaningful moment or experience they shared together. Then have them write another entry about their personal memory of the event or experience. 6.1.4.D.17, 6.1.4.D.18

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.

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>Student use Google or another search engine to find web sites about Cynthia Rylant, including her own official website, and share the information with the class.</p> <p>Student may work independently or with a partner to work with a partner or in small groups to continue comparing and recording the similarities and</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><i>An Angel for Solomon Singer:</i> Build background knowledge by asking students to share some of the things they love about their homes. You could share some of the</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 Cynthia Rylant Author Study Grade 4 unit.</p> <p>Supply students with Anchor Charts: Why is Cynthia Rylant a Good Teacher of Writing (sample chart), Cynthia Rylant Writes</p>

<p>differences between <i>Night in the Country</i> and <i>Long Night Moon</i>.</p> <p>Obtain Rylant's book <i>The Whales</i> from the library for students to explore another Rylant book that uses personification.</p> <p>Students can add illustrations using a computer to find free clip art or copyright-free photos on the Internet.</p>	<p>things that make your home comfortable and things you would miss if you had to move.</p> <p>Encourage students to participate during the collaborative discussion by using these sentence stems: I think this story is ___because ___. The main character ___. The setting___.</p> <p>Help students build background knowledge by discussing and defining the word "wishes." Have students make a prediction about what Rylant might have wished for or why she chose to title the book <i>Best Wishes</i>.</p> <p>Use gestures when highlighting descriptive verbs to help students make meaning.</p> <p>Prior to generating ideas: reflecting on the past, have students create a timeline of memorable moments or special times they've had at home. Distribute copies of the Appendix "Timeline of Memorable Moments and Important Events (ELL Support)" and ask them to draw pictures or add photos to help them express and develop their ideas later. They should refer to their timelines during this lesson.</p> <p>Students will have to understand Wh-questions to be successful during this lesson. During small-group work before the lesson, give students practice answering and formulating Who, What, When, Why, and Where questions.</p> <p>Prior to teaching this lesson you might pre-teach the vocabulary from the Appendix "What Are My Passions and Longings?" Make sure students understand the following words and phrases: passion, longing,</p>	<p>About...Because..., Examples of Narrative Techniques, Sample Chart of Possible Topics (teacher reference), Pieces to Write About (teacher reference), Guiding Questions for Selecting an Idea, Cynthia Rylant Purposes for Writing, Characteristics of a Narrative Text Structure, Cynthia's Endings, First Draft vs Revisions, Revising Sentence Beginnings for Variety, Suggestion: Tape or staple anchor charts into student notebooks for easy reference.</p> <p>Partially complete Cynthia Rylant Author Study Grade 4 Graphic Organizers such as: Cynthia Rylant Writes About...Because..., Sensory Details, Charting Similarities and Differences, Timeline of Memorable Moments and Important Events, Purposes and How I Might Accomplish This, Senses Observation Sheet, Interview Sheet, Movement Over Time, Narrative Text Structure Graphic Organizer, Description, Thought, Talk and Action, Sample Leads, Subject/How Many?/Past, Present, or Future?/Verb, and Thoughts for Crafting and Authors Note,</p> <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Cynthia Rylant Author Study 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 Cynthia Rylant Author Study Grade 4 unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p>
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	<p>influenced, pet, hobby, crazy about, dream, and accomplish.</p> <p>Adaptive version of Guiding Questions for Selecting an Idea</p> <p>Use a picture walk to activate student prior knowledge about lessons in the Cynthia Rylant Author Study Grade 4.</p> <p>During the lesson, "act out" the personification. For example, stand up, stretch, and say, "I promise to be good" when giving the example from <i>Boris</i>.</p> <p>Simplify the language of the Appendix "Sample Leads" and, if possible, add pictures. For example:</p> <ul style="list-style-type: none"> ● State the Problem ● Tell the Theme ● Include Dialogue ● Describe the Setting <p>Provide students with the following sentence stems and engage in a small-group discussion about their ideas and responses before they write them independently.</p> <ul style="list-style-type: none"> ● Cynthia Rylant taught me ___. ● I learned that writers ___. ● I tried ___. <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p>	<p>Access to word/picture banks to reference in tasks that require writing.</p> <p>What Are My Passions and Longings (Adapted Graphic Organizer)</p> <p>Simplify the language of the Appendix "Sample Leads" and, if possible, add pictures. For example:</p> <ul style="list-style-type: none"> ● State the Problem ● Tell the Theme ● Include Dialogue ● Describe the Setting <p>* See also modifications for English Language Learners</p>
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	Word/picture bank available for students' reference. Have-A-Go-Sheet *See also modifications for Students with IEPs/504s and At-Risk Learners	
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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>