

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Writing</b>	<b>Grade Level(s): 4th Grade</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: October 17, 2019</b>	<b>Revision Date(s): June 2019</b>

## Course Description

In fourth grade, students will explore the various writing genres through a Writer’s Workshop approach. The Writer’s Workshop model recognizes that to achieve maximum success, writing instruction must be differentiated. Students in fourth grade start to explore new genres, including Personal Narrative, Fictional Narrative, Literary Essay, Personal Essay, and Report/Research. Preparation for the state assessment (NJSLA) is woven throughout units of writing instruction. Students in fourth grade are expected to transfer their knowledge of grammar, conventions, phonics, and spelling into their everyday writing. The Writer’s Workshop structure includes a mini-lesson, independent writing, teacher and peer conferencing, and time to share their writing. Students participate in author studies in order to understand - and therefore apply in their own writing - techniques they discover in the work of published authors. “When young people are explicitly taught the craft of proficient writing, they are able to travel the world as writers, applying their skills to discipline-based learning and to their lives” (Lucy Calkins 2013).

## Mission Statement

**The Pittsgrove Township School District believes in growing all learners to thrive.** The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

Pacing Guide

Course Title: Writing

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p><b>Unit 1: Writing About/Responding to Texts</b></p>	<p><b>September 3-4 weeks</b></p>	<p><b>Power Standards</b></p> <ul style="list-style-type: none"> <li>● W.4.4</li> <li>● W.4.5</li> <li>● W.4.6</li> <li>● W.4.8</li> <li>● W.4.9.A, B</li> <li>● W.4.10</li> <li>● L.4.1.F</li> <li>● L.4.2.A, B, D</li> <li>● L.4.3.A-C</li> <li>● L.4.6</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● RL.4.1-3</li> <li>● RI.4.1-3</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>● Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize fiction and non-fiction texts</li> <li>● Provide reasons that are supported by facts from texts and/or other sources (including anecdotes/micro-stories)</li> <li>● 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].”).</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>● Use correct capitalization.</li> <li>● Choose punctuation for effect.</li> <li>● Use commas and quotation</li> </ul>

			shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	marks to mark direct speech and quotations from a text.
<b>Unit 2: Boxes &amp; Bullets (Personal Essay)</b>	<b>October 4-5 weeks</b>	<b>Power Standards</b> <ul style="list-style-type: none"> <li>● <b>W.4.1.A-D</b></li> <li>● <b>W.4.4</b></li> <li>● <b>W.4.5</b></li> <li>● <b>W.4.6</b></li> <li>● <b>W.4.8</b></li> <li>● <b>W.4.10</b></li> <li>● <b>L.4.1.F</b></li> <li>● <b>L.4.2.A, B, D</b></li> <li>● <b>L.4.3.A-C</b></li> <li>● <b>L.4.6</b></li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Gather ideas for essays.</li> <li>● Introduce a topic or text clearly, state an opinion (thesis statement), and create an organizational structure in which they communicate their thesis and their reasons.</li> <li>● Provide reasons that are supported by facts from texts and/or other sources (including anecdotes/micro-stories)</li> <li>● Link opinion and reasons using words and phrases (elaboration prompts).</li> <li>● Provide a conclusion related to the opinion presented.</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>● Use correct capitalization.</li> <li>● Choose punctuation for effect.</li> <li>● Use commas and quotation marks to mark direct speech</li> </ul>

				and quotations from a text.
<b>Unit 3: The Arc of Story</b>  <b>(Fictional Narrative, Story Continuation &amp; Different Point of View)</b>	<b>November-December</b> <b>7-8 weeks</b>	<b>Power Standards</b> <ul style="list-style-type: none"> <li>● W.4.3.A-E</li> <li>● W.4.4</li> <li>● W.4.5</li> <li>● W.4.6</li> <li>● W.4.10</li> <li>● L.4.1.F</li> <li>● L.4.2.A, D</li> <li>● L.4.3.A-C</li> <li>● L.4.6</li> </ul> <b>Secondary Standards</b> <ul style="list-style-type: none"> <li>● RL.4.3</li> <li>● RL.4.6</li> <li>● L.4.1.E</li> <li>● L.4.2.B, C</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>● Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>● Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> <li>● Develop characters by telling about their motivation and struggles.</li> <li>● Develop a plot using a story arc.</li> <li>● Use paragraphs correctly.</li> <li>● Produce complete sentences, recognizing and correcting inappropriate</li> </ul>

				<p>fragments and run-ons.</p> <ul style="list-style-type: none"> <li>● Use correct capitalization.</li> <li>● Choose punctuation for effect.</li> <li>● Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>● Form and use prepositional phrases.</li> <li>● Use a comma before a coordinating conjunction in a compound sentence.</li> </ul>
<p><b>Unit 4: Literary Essay (Writing About Fiction)</b></p>	<p><b>January</b> 4-5 weeks</p>	<p><b>Power Standards</b></p> <ul style="list-style-type: none"> <li>● W.4.1.A-D</li> <li>● W.4.4</li> <li>● W.4.5</li> <li>● W.4.6</li> <li>● W.4.8</li> <li>● W.4.9.A</li> <li>● W.4.10</li> <li>● L.4.1.F</li> <li>● L.4.2.A-D</li> <li>● L.4.3.A-C</li> <li>● L.4.6</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● RL.4.1</li> <li>● RL.4.5</li> <li>● RL.4.9</li> <li>● RL.4.10</li> <li>● L.4.1.G</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>● 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.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● Produce clear and coherent writing in which the development and organization are</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce a topic or text clearly, state an opinion (thesis statement), and create an organizational structure in which they communicate their thesis and their reasons.</li> <li>● Provide reasons that are supported by facts from texts and/or other sources (including micro-stories &amp; quotations)</li> <li>● Link opinion and reasons using words and phrases (elaboration prompts).</li> <li>● Provide a conclusion related to the opinion presented.</li> <li>● Apply grade 4 Reading standards to literature (e.g., “Describe in depth a</li> </ul>

			<p>appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>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].”).</p> <ul style="list-style-type: none"> <li>Form and use correct verb tenses.</li> <li>Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul>
<p><b>Unit 5: Informational Writing &amp; Research Simulation Task</b></p>	<p><b>February</b> 4-5 weeks</p>	<p><b>Power Standards</b></p> <ul style="list-style-type: none"> <li>W.4.2.A-E</li> <li>W.4.4</li> <li>W.4.5</li> <li>W.4.6</li> <li>W.4.7</li> <li>W.4.8</li> <li>W.4.9.B</li> <li>W.4.10</li> <li>L.4.1.F</li> <li>L.4.2.A-D</li> <li>L.4.3.A-C</li> <li>L.4.6</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>RI.4.9</li> <li>RI.4.10</li> <li>L.4.1.B</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>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.</li> <li>Draw evidence from literary or informational texts to</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain</li> </ul>

			<p>support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>● 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.</li> </ul>	<p>the topic.</p> <ul style="list-style-type: none"> <li>● Provide a conclusion related to the information or explanation presented.</li> <li>● 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”).</li> <li>● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> </ul>
<b>Unit 6: Compare &amp; Contrast Essay</b>	<b>March 4-5 weeks</b>	<p><b>Power Standards</b></p> <ul style="list-style-type: none"> <li>● <b>W.4.2.A-E</b></li> <li>● <b>W.4.4</b></li> <li>● <b>W.4.5</b></li> <li>● <b>W.4.6</b></li> <li>● <b>W.4.7</b></li> <li>● <b>W.4.8</b></li> <li>● <b>W.4.9.B</b></li> <li>● <b>W.4.10</b></li> <li>● <b>L.4.1.F</b></li> <li>● <b>L.4.2.A-D</b></li> <li>● <b>L.4.3.A-C</b></li> <li>● <b>L.4.6</b></li> </ul> <p><b>Secondary Standards</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>● Recall relevant information from experiences or gather relevant information from</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>● Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>● Link ideas within paragraphs and sections of information</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>RL.4.1</b></li> <li>● <b>RL.4.5</b></li> <li>● <b>RL.4.9</b></li> <li>● <b>RL.4.10</b></li> <li>● <b>RI.4.9</b></li> <li>● <b>RI.4.10</b></li> <li>● <b>L.4.1.D</b></li> <li>● <b>L.4.4.B</b></li> </ul>	<p>print and digital sources; take notes and categorize information, and provide a list of sources.</p> <ul style="list-style-type: none"> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>● 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.</li> </ul>	<p>using words and phrases (e.g., another, for example, also, because).</p> <ul style="list-style-type: none"> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● Provide a conclusion related to the information or explanation presented.</li> <li>● 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”).</li> <li>● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> </ul>
<b>Unit 7: Poetry</b>	<b>April 3-4 weeks</b>	<b>Power Standards</b> <ul style="list-style-type: none"> <li>● <b>W.4.3.B, D</b></li> <li>● <b>W.4.4</b></li> <li>● <b>W.4.5</b></li> <li>● <b>W.4.6</b></li> <li>● <b>W.4.9.A, B</b></li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Compose and create various types of poetry.</li> <li>● Use figurative language, parts of speech, and word parts to create various types</li> </ul>	<ul style="list-style-type: none"> <li>● Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● Choose punctuation for effect.</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>W.4.10</b></li> <li>● <b>L.4.2.A, D</b></li> <li>● <b>L.4.3.A, B</b></li> <li>● <b>L.4.5.A, B, C</b></li> <li>● <b>L.4.6</b></li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● <b>RL.4.1</b></li> <li>● <b>RL.4.2</b></li> <li>● <b>RL.4.5</b></li> <li>● <b>RL.4.9</b></li> <li>● <b>RL.4.10</b></li> <li>● <b>L.4.1.A, C</b></li> </ul>	<p>of poetry.</p> <ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>● Use and order adjectives to describe nouns effectively.</li> <li>● Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>● Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> </ul>
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Instructional Unit Map			
Course Title: Writing			
<b>Unit Title</b>	Writing About/Responding to Texts		<b>Start Date:</b> September
			<b>Length of Unit:</b> 3-4 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.W.4.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task,	<b>Learning Goals</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● 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.<sup>AO*</sup></li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.<sup>AO*</sup></li> <li>● Produce clear and coherent writing in which the</li> </ul>

	<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>LA.W.4.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>LA.W.4.6</b> - 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.</p> <p><b>LA.W.4.8</b> - Recall relevant information from experiences or gather relevant</p>		<p>development and organization are appropriate to task, purpose, and audience. <b>O</b></p> <ul style="list-style-type: none"> <li>• 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. <b>O</b></li> </ul>
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	<p>information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>LA.W.4.9.A</b> - 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].”).<sup>AO*</sup></p> <p><b>LA.W.4.9.B</b> - 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”).<sup>AO*</sup></p> <p><b>LA.W.4.10</b> - Write routinely over extended time frames (time for research, reflection,</p>		
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	<p>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.○</p> <p><b>LA.L.4.1.F</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.B</b> - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p>		
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	<p><b>LA.L.4.3.B</b> - Choose punctuation for effect.</p> <p><b>LA.L.4.3.C</b> - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>LA.L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Secondary Standards</b></p>		
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	<p><b>LA.RL.4.1</b> - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.<sup>^*O</sup></p> <p><b>LA.RL.4.2</b> - Determine a theme of a story, drama, or poem from details in the text; summarize the text.<sup>^O*</sup></p> <p><b>LA.RL.4.3</b> - 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).<sup>^O*</sup></p> <p><b>LA.RI.4.1</b> - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing</p>		
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	<p>inferences from the text.<sup>AO*</sup></p> <p><b>LA.RI.4.2</b> - Determine the main idea of a text and explain how it is supported by key details; summarize the text.<sup>AO*</sup></p> <p><b>LA.RI.4.3</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.<sup>AO*</sup></p>		
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do writers restate the question as an introduction to their answer?</li> <li>2. How do writers use evidence to support their opinion/answer?</li> <li>3. How can I improve my writing so that others agree with my opinion?</li> <li>4. How can I convince others to care about what I am writing about?</li> <li>5. How can I revise or edit my writing to make it stronger?</li> </ol>		
<b>Assessments</b>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<i>How will we know they have gained the knowledge &amp; skills?</i>	<p>Graphic organizers</p> <p>Observation</p> <p>Writer's Notebook</p> <p>Reader's Notebook</p>	<p>On-Demand Assessment</p> <p>Writer's Notebook</p> <p>Writing About Reading Response</p>	<p>Portfolio of genre-based writing</p>

	Partner talk Daily writing Student conference			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart - What do students know about reading responses? What do they still wonder? What have they learned? On-Demand Assessment - Respond to a question about a piece of literature			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> <li>● Graphic Organizers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Sentence Frames</li> <li>● Additional Time</li> <li>● Simplify language for tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Frequently check for understanding</li> <li>● Review directions</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for independent mentor text study</li> </ul>

	<ul style="list-style-type: none"> <li>● Use native language for directions</li> <li>● Allow native language for writing product</li> <li>● Verbal and Visual examples for instruction and in student writing</li> <li>● Accept short answers</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Modify length of writing - shorten assignment</li> <li>● Frequently check for understanding</li> <li>● No penalty for spelling errors</li> <li>● Allow retakes</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Mini-lessons using grade 5 rubric</li> <li>● Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> <li>● Students create an iMovie commercial about their topic</li> </ul>
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<ul style="list-style-type: none"> <li>● Choice for writing topics○</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing○</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Choice of topic for published piece○</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)○</li> <li>● Choice of typed vs. written product○</li> </ul>		

	<ul style="list-style-type: none"> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>	
<b>Vocabulary</b>	<p><b>Tier II:</b> purpose, details, restate, answer, cite, evidence, introduction, conclusion, evaluate, recall, relevant</p> <p><b>Tier III:</b> reading response, open-ended</p>	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<p><b>S</b> - Use word processor to publish writing piece</p> <p><b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback</p> <p><b>M</b> - Students will read each other’s essays and offer feedback using the comment tab &amp; peer-edit in Google Docs</p> <p><b>R</b> - Students create an iMovie commercial about their topic</p>	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>ELA</b></p> <p>RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1 - Act as a responsible and contributing citizen and employee.</p> <p>CRP2 - Apply appropriate academic and technical skills</p> <p>CRP4 - Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p>	

	<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11 - Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p><b>Themes</b></p>	<p><b>Skills</b></p>
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)○</li> </ul>	<ul style="list-style-type: none"> <li>● Creativity and Innovation - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</li> </ul> </li> <li>● Critical Thinking and Problem Solving - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul> </li> <li>● Information and Media Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.</li> </ul> </li> <li>● Technology Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Lucy Calkins <i>Writing Pathways</i> &amp; Unit 4 Manual <i>Literary Essay</i></li> <li>● Essay Writing folders - mini-lessons, Grade 4 genre-based writing rubric</li> </ul>	

	<ul style="list-style-type: none"> <li>● Mentor Texts - Various mentor texts including: <i>The Other Side</i> by Jacqueline Woodson, <i>Heroes</i> by Ken Mochizuki, <i>The Junkyard Wonders</i> by Patricia Polacco^O*</li> <li>● Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paperO, pens, markers, flipchart paper, graphic organizersO, writer’s checklists, chromebook</li> </ul>
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Instructional Unit Map			
Course Title: Writing			
<b>Unit Title</b>	Boxes and Bullets (Personal Essay)		<b>Start Date:</b> October
			<b>Length of Unit:</b> 4-5 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.4.W.4.1.A</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.O <b>LA.W.4.1.B</b> - Provide reasons that are supported by facts from texts and/or other sources.O <b>LA.W.4.1.C</b> - Link opinion and reasons	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.O</li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.O</li> <li>● 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.O</li> </ul>

	<p>using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>LA.W.4.1.D</b> - Provide a conclusion related to the opinion presented.</p> <p><b>LA.W.4.4</b> - 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.)</p> <p><b>LA.W.4.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>LA.W.4.6</b> - With some guidance and support from adults, use technology, including</p>		
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	<p>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.</p> <p><b>LA.W.4.8</b> - 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.</p> <p><b>LA.W.4.10</b> - 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,</p>		
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	<p>purposes, and audiences.</p> <p><b>LA.L.4.1.F</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.B</b> - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>LA.L.4.3.B</b> - Choose punctuation for effect</p> <p><b>LA.L.4.3.C</b> - Differentiate between contexts that call for formal English (e.g., presenting ideas) and</p>		
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	<p>situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>LA.L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do writers state their opinion through a thesis statement?</li> <li>2. How do writers use evidence to support their opinion/thesis?</li> <li>3. How can I improve my writing so that others agree with my opinion?</li> <li>4. How can I convince others to care about what I am writing?</li> <li>5. How can I revise or edit my writing to make it stronger?</li> </ol>		
<p><b>Assessments</b></p>	<p><b>Formative</b></p>	<p><b>Summative</b></p>	<p><b>Alternative</b></p>

<i>How will we know they have gained the knowledge &amp; skills?</i>	Graphic organizers Observation Writer's Notebook Partner Talk Daily writing Student Conference	On-Demand Assessment Writer's Notebook Personal Essay	Portfolio of genre-based writing					
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart - What do students know about opinion writing? What do they still wonder? What have they learned? Task Cards - Sorting/identifying opinion topics On-Demand Assessment from Boxes & Bullets Unit (Writing Pathways)							
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> <li>● Graphic Organizers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>							
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	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners				
<ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for independent</li> </ul>					

	<ul style="list-style-type: none"> <li>● Sentence Frames</li> <li>● Additional Time</li> <li>● Simplify language for tasks</li> <li>● Use native language for directions</li> <li>● Allow native language for writing product</li> <li>● Verbal and Visual examples for instruction and in student writing</li> <li>● Accept short answers</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Modify length of writing - shorten assignment</li> <li>● Frequently check for understanding</li> <li>● No penalty for spelling errors</li> <li>● Allow retakes</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Clear directions</li> <li>● Frequently check for understanding</li> <li>● Review directions</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<p>mentor text study</p> <ul style="list-style-type: none"> <li>● Mini-lessons using grade 5 rubric</li> <li>● Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> <li>● Students create an iMovie commercial about their topic</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Choice for writing topics○</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing○</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of topic for published piece○</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)○</li> </ul>	

<p><i>and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Choice of typed vs. written product</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> Purpose, details, reasons, evidence, introduction, conclusion, point of view, evaluate, recall, relevant</p> <p><b>Tier III:</b> personal essay, anecdote, boxes &amp; bullets, thesis statement, homophones</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>S</b> - Use word processor to publish writing piece</p> <p><b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback</p> <p><b>M</b> - Students will read each other's essays and offer feedback using the comment tab &amp; peer-edit in Google Docs</p> <p><b>R</b> - Students create an iMovie commercial about their topic</p>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b></p> <p>RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1 - Act as a responsible and contributing citizen and employee.</p>	

	<p>CRP2 - Apply appropriate academic and technical skills</p> <p>CRP4 - Communicate clearly and effectively and with reason.</p> <p>CRP5 - Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP7 - Employ valid and reliable research strategies.</p> <p>CRP11 - Use technology to enhance productivity.</p> <p>CRP12 - Work productively in teams while using cultural global competence.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p>Themes Skills</p>	
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)○</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking and Problem Solving</b> - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul> </li> <li>● <b>Technology Literacy</b> - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Lucy Calkins <i>Writing Pathways</i> &amp; Unit 2 Manual <i>Boxes &amp; Bullets</i></li> <li>● Essay Writing folders - mini-lessons, Grade 4 Opinion rubric</li> <li>● Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper○, pens, markers, flipchart paper, graphic organizers○, writer’s checklists, chromebook</li> </ul>	

## Instructional Unit Map

**Course Title:** Writing

<b>Unit Title</b>	The Arc of Story (Fictional Narrative, Story Continuation & Different Point of View)		<b>Start Date:</b>	November-December
			<b>Length of Unit:</b>	7-8 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.W.4.3.A</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>LA.W.4.3.B</b> - Use dialogue and description to develop experiences and events or show the responses of characters to situations. <b>LA.W.4.3.C</b> - Use a variety of transitional words and phrases to manage the sequence of events.	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.○</li> <li>● 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.○</li> </ul>	

	<p><b>LA.W.4.3.D</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>LA.W.4.3.E</b> - Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>LA.W.4.4</b> - 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.)</p> <p><b>LA.W.4.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
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	<p><b>LA.W.4.6</b> - 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.</p> <p><b>LA.W.4.10</b> - 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.</p> <p><b>LA.L.4.1.F</b> - Produce complete sentences, recognizing and</p>		
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	<p>correcting inappropriate fragments and run-ons.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>LA.L.4.3.B</b> - Choose punctuation for effect</p> <p><b>LA.L.4.3.C</b> - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>LA.L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including</p>		
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	<p>those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Secondary Standards</b></p> <p><b>LA.RL.4.3</b> - 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).<b>O</b></p> <p><b>LA.RL.4.6</b> - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>		
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	<p><b>LA.L.4.1.E</b> - Form and use prepositional phrases.</p> <p><b>LA.L.4.2.B</b> - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>LA.L.4.2.C</b> - Use a comma before a coordinating conjunction in a compound sentence.</p>								
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What makes a good fictional narrative?</li> <li>2. How can I organize my narrative writing?</li> <li>3. How can I generate ideas for my writing?</li> <li>4. How do effective writers hook and hold their readers?</li> <li>5. How do I provide a sense of closure to my stories?</li> <li>6. How do I continue a story?</li> <li>7. How do I write a story from a different character’s point of view?</li> </ol>								
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="575 1019 995 1094">Formative</th> <th data-bbox="995 1019 1520 1094">Summative</th> <th data-bbox="1520 1019 1934 1094">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1094 995 1347">           Graphic organizers            Observation            Writer’s Notebook            Partner Talk            Daily writing            Student conference         </td> <td data-bbox="995 1094 1520 1347">           On-Demand Assessment            Writer’s Notebook            Fictional Narrative         </td> <td data-bbox="1520 1094 1934 1347">           Portfolio of genre-based writing         </td> </tr> </tbody> </table>			Formative	Summative	Alternative	Graphic organizers Observation Writer’s Notebook Partner Talk Daily writing Student conference	On-Demand Assessment Writer’s Notebook Fictional Narrative	Portfolio of genre-based writing
Formative	Summative	Alternative							
Graphic organizers Observation Writer’s Notebook Partner Talk Daily writing Student conference	On-Demand Assessment Writer’s Notebook Fictional Narrative	Portfolio of genre-based writing							

<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart - What do students know about fiction writing? What do they still wonder? What have they learned? Task Cards - Sorting/identifying fiction topics/ideas On-Demand Assessment - Story Starter			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> <li>● Graphic Organizers (Set the Scene, Story Arc)</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>			
<b>Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction</b>	<b>English Language Learners                      Special Education Learners                      Struggling Learners                      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Sentence Frames</li> <li>● Additional Time</li> <li>● Simplify language for tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Modify length of</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Frequently check for understanding</li> <li>● Review directions</li> <li>● Concrete Examples</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for independent mentor text study</li> <li>● Mini-lessons using grade 5 rubric</li> </ul>

	<ul style="list-style-type: none"> <li>● Use native language for directions</li> <li>● Allow native language for writing product</li> <li>● Verbal and Visual examples for instruction and in student writing</li> <li>● Accept short answers</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<p>writing - shorten assignment</p> <ul style="list-style-type: none"> <li>● Frequently check for understanding</li> <li>● No penalty for spelling errors</li> <li>● Allow retakes</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> </ul>
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<ul style="list-style-type: none"> <li>● Choice for writing topics○</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing○</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Choice of topic for published piece○</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)○</li> <li>● Choice of typed vs. written product○</li> </ul>		

<p><b>Vocabulary</b>  <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> demonstrate, engage, elaborate, describe, develop, plan, generate, brainstorm, edit, revise, proofread, feedback, organize, hook/lead, ending, dialogue, orient, paragraph, point of view</p> <p><b>Tier III:</b> story arc, plot, setting, character, problem, detail, experience, sequential/chronological order, transitional words, prepositional phrase, coordinating conjunction, compound sentence</p>
<p><b>Integration of Technology</b>  <a href="#">SAMR</a></p>	<p><b>S</b> - Use word processor to publish writing piece</p> <p><b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback</p> <p><b>M</b> - Students will read each other’s narratives and offer feedback using the comment tab &amp; peer-edit in Google Docs</p> <p><b>R</b> - Students create an ebook to publish writing</p>
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b></p> <p>RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1 - Act as a responsible and contributing citizen and employee.</p> <p>CRP2 - Apply appropriate academic and technical skills</p> <p>CRP4 - Communicate clearly and effectively and with reason.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP11 - Use technology to enhance productivity.</p> <p>CRP12 - Work productively in teams while using cultural global competence.</p>

<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>		<b>Skills</b>
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)○</li> </ul>	<ul style="list-style-type: none"> <li>● Technology Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> </ul> </li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins <i>Writing Pathways</i> &amp; Unit 1 Manual <i>The Arc of Story</i></li> <li>● Narrative Writing folders - Set the Scene organizer, Hooks, Endings, Dialogue, and Fictional Narrative mini-lessons, Grade 4 Narrative rubric</li> <li>● Mentor Texts - Various mentor texts including: <i>The Other Side</i> by Jacqueline Woodson, <i>Pecan Pie Baby</i> by Jacqueline Woodson, <i>Heroes</i> by Ken Mochizuki, <i>The Junkyard Wonders</i> by Patricia Polacco, Various fairy tales from different cultures/ethnicities^○*</li> <li>● Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper○, pens, markers, flipchart paper, graphic organizers○, writer’s checklists, chromebook</li> </ul>		

<b>Instructional Unit Map</b>				
<b>Course Title: Writing</b>				
<b>Unit Title</b>	Literary Essay (Writing About Fiction)		<b>Start Date:</b>	January
			<b>Length of Unit:</b>	4-5 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.4.W.4.1.A</b> - Introduce a topic or text	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.○</li> </ul>	

	<p>clearly, state an opinion, and create an organizational structure in which related ideas support the writer's purpose. <b>O</b></p> <p><b>LA.W.4.1.B</b> - Provide reasons that are supported by facts from texts and/or other sources. <b>^O*</b></p> <p><b>LA.W.4.1.C</b> - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>LA.W.4.1.D</b> - Provide a conclusion related to the opinion presented.</p> <p><b>LA.W.4.4</b> - [<i>Progress Indicator</i>] - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>		<ul style="list-style-type: none"> <li>● 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. <b>^O*</b></li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>^O*</b></li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>O</b></li> <li>● 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. <b>O</b></li> </ul>
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	<p>types are defined in standards 1–3 above.)</p> <p><b>LA.W.4.5</b> - [<i>Progress Indicator</i>] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>LA.W.4.6</b> - [<i>Progress Indicator</i>] - 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.</p> <p><b>LA.W.4.8</b> - [<i>Progress Indicator</i>] - Recall relevant information from experiences or gather relevant</p>		
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	<p>information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>LA.W.4.9.A</b> - 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].”).<sup>AO*</sup></p> <p><b>LA.W.4.10</b> - [<i>Progress Indicator</i>] - 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.</p>		
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	<p><b>LA.L.4.1.F</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.B</b> - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>LA.L.4.2.C</b> - Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>LA.L.4.3.B</b> - Choose punctuation for effect.</p> <p><b>LA.L.4.3.C</b> - Differentiate between</p>		
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	<p>contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>LA.L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Secondary Standards</b></p> <p><b>LA.RL.4.1</b> - Refer to details and examples in a text and make relevant connections</p>		
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	<p>when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>LA.RL.4.5</b> - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>LA.RL.4.9</b> - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories) on their approaches to</p>		
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	<p>similar themes and topics.<b>O</b></p> <p><b>LA.RL.4.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.<b>O</b></p> <p><b>LA.L.4.1.G</b> - Correctly use frequently confused words (e.g., to, too, two; there, their).</p>					
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do I analyze a text?</li> <li>2. How do I compare two texts?</li> <li>3. How do writers state their opinion through a thesis statement?</li> <li>4. How do writers use evidence to support their opinion/thesis?</li> <li>5. How can I convince others to care about what I am writing?</li> <li>6. How can I revise or edit my writing to make it stronger?</li> </ol>					
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="575 1057 995 1133"><b>Formative</b></td> <td data-bbox="995 1057 1520 1133"><b>Summative</b></td> <td data-bbox="1520 1057 1934 1133"><b>Alternative</b></td> </tr> </table>			<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>				
	<p>Graphic organizers Observation Writer’s Notebook Partner Talk Daily writing</p>	<p>On-Demand Assessment Writer’s Notebook Literary Essay</p>	<p>Portfolio of genre-based writing</p>			

	Student Conference		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart - What do students know about literary essays? What do they still wonder? What have they learned? On-Demand Assessment from Literary Essay Unit (Writing Pathways)		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> <li>● Graphic Organizers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>		
<b>Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction</b>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Sentence Frames</li> <li>● Additional Time</li> <li>● Simplify language for tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Modify length of</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Frequently check for understanding</li> <li>● Review directions</li> <li>● Concrete Examples</li> </ul>

	<ul style="list-style-type: none"> <li>● Use native language for directions</li> <li>● Allow native language for writing product</li> <li>● Verbal and Visual examples for instruction and in student writing</li> <li>● Accept short answers</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<p>writing - shorten assignment</p> <ul style="list-style-type: none"> <li>● Frequently check for understanding</li> <li>● No penalty for spelling errors</li> <li>● Allow retakes</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> </ul>
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Choice for writing topics○</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing○</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of topic for published piece○</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)○</li> <li>● Choice of typed vs. written product○</li> </ul>	

<p><b>Vocabulary</b>  <i>Highlight key vocabulary  (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> Purpose, details, reasons, evidence, introduction, conclusion, analyze, theme, recall, relevant</p> <p><b>Tier III:</b> literary essay, boxes &amp; bullets, thesis statement, progressive tense</p>
<p><b>Integration of Technology</b>  <a href="#">SAMR</a></p>	<p><b>S</b> - Use word processor to publish writing piece</p> <p><b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback</p> <p><b>M</b> - Students will read each other’s essays and offer feedback using the comment tab &amp; peer-edit in Google Docs</p> <p><b>R</b> - Students create a podcast where they explain their point of view</p>
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b></p> <p>RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1 - Act as a responsible and contributing citizen and employee.</p> <p>CRP2 - Apply appropriate academic and technical skills</p> <p>CRP4 - Communicate clearly and effectively and with reason.</p> <p>CRP5 - Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP7 - Employ valid and reliable research strategies.</p> <p>CRP11 - Use technology to enhance productivity.</p>

	CRP12 - Work productively in teams while using cultural global competence.	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	Themes	
	Themes	Skills
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)○</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Citizenship - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.DC.1: Explain the need for and use of copyrights.</li> <li>○ NJSLS.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>○ NJSLS.9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> </ul> </li> <li>● Critical Thinking and Problem Solving - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</li> </ul> </li> <li>● Information and Media Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.</li> </ul> </li> <li>● Technology Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting,</li> </ul> </li> </ul>

		and include appropriate images, graphics, or symbols.
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• Lucy Calkins <i>Writing Pathways</i> &amp; Unit 4 Manual <i>Literary Essay</i></li> <li>• Mentor Texts - Various narrative texts including: <i>Fox</i> by Margaret Wild, <i>Fireflies</i> by Julie Brinckloe, <i>The Other Side</i> by Jacqueline Woodson, <i>Heroes</i> by Ken Mochizuki, <i>The Junkyard Wonders</i> by Patricia Polacco, Various fairy tales from different cultures/ethnicities<sup>AO*</sup></li> <li>• Essay Writing folders - mini-lessons, Grade 4 Opinion rubric</li> <li>• Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper<sup>O</sup>, pens, markers, flipchart paper, graphic organizers<sup>O</sup>, writer’s checklists, chromebook</li> </ul>	

Instructional Unit Map			
Course Title: Writing			
<b>Unit Title</b>	Informational Writing & Research Simulation Task	<b>Start Date:</b>	February
		<b>Length of Unit:</b>	4-5 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.W.4.2.A</b> - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations,	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<sup>AO*</sup></li> <li>• Conduct short research projects that build knowledge through investigation of different aspects of a topic.<sup>AO*</sup></li> <li>• 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.<sup>AO*</sup></li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.<sup>AO*</sup></li> </ul>

	<p>and multimedia when useful to aid comprehension.</p> <p><b>LA.W.4.2.B</b> - Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p><b>LA.W.4.2.C</b> - Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>LA.W.4.2.D</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>LA.W.4.2.E</b> - Provide a conclusion related to the information or explanation presented.</p> <p><b>LA.W.4.4</b> - [<i>Progress Indicator</i>] - Produce</p>		<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.○</li> <li>● 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.○</li> </ul>
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	<p>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.)</p> <p><b>LA.W.4.5</b> - [<i>Progress Indicator</i>] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>LA.W.4.6</b> - [<i>Progress Indicator</i>] - 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</p>		
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	<p>keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>LA.W.4.7</b> - [<i>Progress Indicator</i>] - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>LA.W.4.8</b> - [<i>Progress Indicator</i>] - 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. <b>AO*</b></p> <p><b>LA.W.4.9.B</b> - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support</p>		
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	<p>particular points in a text”).</p> <p><b>LA.W.4.10</b> - [<i>Progress Indicator</i>] - 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.</p> <p><b>LA.L.4.1.F</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.B</b> - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>LA.L.4.2.C</b> - Use a comma before a</p>		
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	<p>coordinating conjunction in a compound sentence.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>LA.L.4.3.B</b> - Choose punctuation for effect.</p> <p><b>LA.L.4.3.C</b> - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>LA.L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise</p>		
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	<p>actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Secondary Standards</b></p> <p><b>LA.RI.4.9</b> - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. <b>O</b></p> <p><b>LA.RI.4.10</b> - By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. <b>O</b></p>		
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	<b>LA.L.4.1.B</b> - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.		
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do I choose a topic?</li> <li>2. How do I research a topic?</li> <li>3. How does the selection of resources impact the quality and validity of the research process and product?</li> <li>4. How do I take notes effectively?</li> <li>5. How can I revise or edit my writing to make it stronger?</li> </ol>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b> <span style="margin-left: 150px;"><b>Summative</b></span> <span style="margin-left: 150px;"><b>Alternative</b></span>		
	Graphic organizers Observation Writer's Notebook Partner Talk Daily writing Student Conference	Writer's Notebook Research Project	Students dress as historical figure & give oral presentation
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Cold-write - Write about a person you know using factual information.		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> </ul>		

	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>			
<b>Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction</b>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Sentence Frames</li> <li>● Additional Time</li> <li>● Simplify language for tasks</li> <li>● Use native language for directions</li> <li>● Allow native language for writing product</li> <li>● Verbal and Visual examples for instruction and in student writing</li> <li>● Accept short answers</li> <li>● Concrete Examples</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Modify length of writing - shorten assignment</li> <li>● Frequently check for understanding</li> <li>● No penalty for spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Frequently check for understanding</li> <li>● Review directions</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for independent mentor text study</li> <li>● Mini-lessons using grade 5 rubric</li> <li>● Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Allow retakes</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Choice for writing topics</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of topic for published piece</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)</li> <li>● Choice of typed vs. written product</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p><b>Tier II:</b> Purpose, details, reasons, evidence, introduction, conclusion, analyze, recall, relevant, conduct, explanatory, convey, categorize, source, link, develop, informative, plagiarism</p> <p><b>Tier III:</b> relative pronouns, modal auxiliaries, text &amp; graphic features, bibliography/works cited</p>			
<b>Integration of Technology</b> <a href="#">SAMR</a>	<p><b>S</b> - Use word processor to publish writing piece</p> <p><b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback; research person using Internet</p> <p><b>M</b> - Students will read each other's report and offer feedback using the comment tab &amp; peer-edit in Google Docs</p>			

	R - Students create a Google Slideshow about their person					
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>ELA</b></p> <p>RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p><b>Career Ready Practices:</b></p> <p>CRP1 - Act as a responsible and contributing citizen and employee.</p> <p>CRP2 - Apply appropriate academic and technical skills</p> <p>CRP4 - Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11 - Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>					
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<table border="1"> <thead> <tr> <th data-bbox="575 1019 1230 1089">Themes</th> <th data-bbox="1230 1019 1934 1089">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1089 1230 1320"> <ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and</li> </ul> </td> <td data-bbox="1230 1089 1934 1320"> <ul style="list-style-type: none"> <li>● Digital Citizenship -               <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.DC.1: Explain the need for and use of copyrights.</li> <li>○ NJSLS.9.4.5.DC.2: Provide attribution according to intellectual property rights</li> </ul> </li> </ul> </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Citizenship -               <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.DC.1: Explain the need for and use of copyrights.</li> <li>○ NJSLS.9.4.5.DC.2: Provide attribution according to intellectual property rights</li> </ul> </li> </ul>
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	<p>community contexts (sharing ideas and stories)○</p> <ul style="list-style-type: none"> <li>● <b>Environmental Literacy</b> - Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.). Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.</li> </ul>	<p>guidelines using public domain or creative commons media.</p> <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.</li> <li>● Information and Media Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.</li> <li>○ NJSLS.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.</li> </ul> </li> <li>● Technology Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Lucy Calkins Unit 3 Manual <i>Bringing History to Life</i></li> <li>● Various nonfiction texts including: <i>Fly High! The Story of Bessie Coleman</i> by Louise Borden &amp; Mary Kay Kroeger, <i>Ivan: The Remarkable True Story of the Shopping Mall Gorilla</i> by Katherine Applegate, <i>Eye to Eye</i> by Steve Jenkins</li> <li>● Released NJSLA Research Simulation Tasks</li> <li>● Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper○, pens, markers, flipchart paper, graphic organizers○, writer’s checklists, chromebook</li> </ul>	

## Instructional Unit Map

<b>Course Title: Writing</b>			
<b>Unit Title</b>	Compare & Contrast Essay		<b>Start Date:</b> March
			<b>Length of Unit:</b> 4-5 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.W.4.2.A</b> - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. <b>LA.W.4.2.B</b> - Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. <b>LA.W.4.2.C</b> - Link ideas within paragraphs and	<b>Learning Goals</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>^O*</b></li> <li>● Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>^O*</b></li> <li>● 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. <b>^O*</b></li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>^O*</b></li> <li>● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>O</b></li> <li>● 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. <b>O</b></li> </ul>

	<p>sections of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>LA.W.4.2.D</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>LA.W.4.2.E</b> - Provide a conclusion related to the information or explanation presented.</p> <p><b>LA.W.4.4</b> - [<i>Progress Indicator</i>] - 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.)</p> <p><b>LA.W.4.5</b> - [<i>Progress Indicator</i>] - With</p>		
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	<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>LA.W.4.6</b> - [<i>Progress Indicator</i>] - 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.</p> <p><b>LA.W.4.7</b> - [<i>Progress Indicator</i>] - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>LA.W.4.8</b> - [<i>Progress Indicator</i>] - Recall</p>		
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	<p>relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>AO*</b></p> <p><b>LA.W.4.9.B</b> - 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”).</p> <p><b>LA.W.4.10</b> - [<i>Progress Indicator</i>] - 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,</p>		
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	<p>purposes, and audiences.</p> <p><b>LA.L.4.1.F</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.B</b> - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>LA.L.4.2.C</b> - Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>LA.L.4.3.B</b> - Choose punctuation for effect.</p>		
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	<p><b>LA.L.4.3.C -</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>LA.L.4.6 -</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Secondary Standards</b></p> <p><b>LA.RL.4.1 -</b> Refer to details and examples in</p>		
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	<p>a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>LA.RL.4.5</b> - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>LA.RL.4.9</b> - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories)</p>		
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	<p>on their approaches to similar themes and topics.○</p> <p><b>LA.RL.4.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.○</p> <p><b>LA.RI.4.9</b> - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.○</p> <p><b>LA.RI.4.10</b> - By the end of year, read and comprehend literary nonfiction at grade level text-complexity or</p>		
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	<p>above, with scaffolding as needed. <b>O</b></p> <p><b>LA.L.4.1.D</b> - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><b>LA.L.4.4.B</b> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>					
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How do I analyze a text/video?</li> <li>2. How do I compare two sources of information?</li> <li>3. How do I contrast two sources of information?</li> <li>4. How can I state a clear opinion and give evidence from texts/videos to support my reasons?</li> <li>5. How can I convince others to care about what I am writing?</li> <li>6. How can I revise or edit my writing to make it stronger?</li> </ol>					
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="0" style="width: 100%; background-color: black; color: white;"> <tr> <td style="text-align: center; width: 33%;"><b>Formative</b></td> <td style="text-align: center; width: 33%;"><b>Summative</b></td> <td style="text-align: center; width: 33%;"><b>Alternative</b></td> </tr> </table>			<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>				

	Graphic organizers Observation Writer's Notebook Partner Talk Daily writing Student Conference	On-Demand Assessment Writer's Notebook Compare/Contrast Essay	Portfolio of genre-based writing	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart - What do students know about compare/contrast? What do they still wonder? What have they learned? Compare and Contrast Paragraph			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> <li>● Graphic Organizers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications/Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Sentence Frames</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for independent</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Simplify language for tasks</li> <li>• Use native language for directions</li> <li>• Allow native language for writing product</li> <li>• Verbal and Visual examples for instruction and in student writing</li> <li>• Accept short answers</li> <li>• Concrete Examples</li> <li>• Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Time</li> <li>• Clear directions</li> <li>• Modify length of writing - shorten assignment</li> <li>• Frequently check for understanding</li> <li>• No penalty for spelling errors</li> <li>• Allow retakes</li> <li>• Concrete Examples</li> <li>• Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently check for understanding</li> <li>• Review directions</li> <li>• Concrete Examples</li> <li>• Consistent Lesson structure</li> </ul>	<p>mentor text study</p> <ul style="list-style-type: none"> <li>• Mini-lessons using grade 5 rubric</li> <li>• Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> </ul>
<b>Differentiated Instructional Methods:</b>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Choice for writing topics○</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing○</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Choice of topic for published piece○</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)○</li> <li>● Choice of typed vs. written product○</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> compare, contrast, purpose, details, reasons, evidence, introduction, conclusion, analyze, recall, relevant, conduct, explanatory, convey, categorize, source, link, develop, informative, plagiarism</p> <p><b>Tier III:</b> relative pronouns, text &amp; graphic features, bibliography/works cited</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>S</b> - Use word processor to publish writing piece</p> <p><b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback</p> <p><b>M</b> - Students will collaborate to co-write an essay in Google Docs</p> <p><b>R</b> - Students watch video and fill out Venn diagram in Google Docs with students in their group</p>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b></p> <p>RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p>	

	<p><b>Career Ready Practices:</b></p> <p>CRP1 - Act as a responsible and contributing citizen and employee.</p> <p>CRP2 - Apply appropriate academic and technical skills</p> <p>CRP4 - Communicate clearly and effectively and with reason.</p> <p>CRP5 - Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP7 - Employ valid and reliable research strategies.</p> <p>CRP11 - Use technology to enhance productivity.</p> <p>CRP12 - Work productively in teams while using cultural global competence.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p>Themes Skills</p>	
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)○</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Citizenship - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.DC.1: Explain the need for and use of copyrights.</li> <li>○ NJSLS.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>○ NJSLS.9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> </ul> </li> <li>● Critical Thinking and Problem Solving - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Information and Media Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.</li> </ul> </li> <li>● Technology Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> </ul> </li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins <i>Writing Pathways</i> &amp; Unit 4 Manual <i>Literary Essay</i></li> <li>● Mentor Texts - Various fiction mentor texts including: <i>Charlotte's Web</i> by E.B. White, <i>Cinderella</i>, other various fairy tales</li> <li>● Materials - Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, writer's checklists, chromebook</li> </ul>	

Instructional Unit Map			
Course Title: Writing			
<b>Unit Title</b>	Poetry	<b>Start Date:</b>	April
		<b>Length of Unit:</b>	3-4 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>LA.W.4.3.B</b> - Use dialogue and	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Compose and create various types of poetry.</li> <li>● Use figurative language, parts of speech, and word parts to create various types of poetry.</li> </ul>

	<p>description to develop experiences and events or show the responses of characters to situations. <b>O</b></p> <p><b>LA.W.4.3.D</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>LA.W.4.4</b> - 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.) <b>O</b></p> <p><b>LA.W.4.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
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	<p><b>LA.W.4.6</b> - 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.</p> <p><b>LA.W.4.9.A</b> - 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].”).</p> <p><b>LA.W.4.9.B</b> - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an</p>		
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	<p>author uses reasons and evidence to support particular points in a text”).</p> <p><b>LA.W.4.10</b> - 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.</p> <p><b>LA.L.4.2.A</b> - Use correct capitalization.</p> <p><b>LA.L.4.2.D</b> - Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>LA.L.4.3.A</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>LA.L.4.3.B</b> - Choose punctuation for effect.</p>		
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	<p><b>LA.L.4.5.A</b> - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>LA.L.4.5.B</b> - Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>LA.L.4.5.C</b> - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>LA.L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,</p>		
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	<p>stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Secondary Standards</b></p> <p><b>LA.RL.4.1</b> - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>LA.RL.4.2</b> - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>LA.RL.4.5</b> - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and</p>		
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	<p>drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>LA.RL.4.9</b> - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.<b>O</b></p> <p><b>LA.RL.4.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.<b>O</b></p> <p><b>LA.L.4.1.A</b> - Use relative pronouns (who, whose,</p>		
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	whom, which, that) and relative adverbs (where, when, why). <b>LA.L.4.1.C</b> - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do I use rhythm/rhyme to write poetry?</li> <li>2. How do I generate ideas for poetry?</li> <li>3. How do I use details to help my reader picture/connect to my topic?</li> <li>4. How can I be aware and use syllables when writing poetry?</li> <li>5. How can I compose different types of poetry?</li> <li>6. How can I revise or edit my writing to make it stronger?</li> </ol>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		
	Graphic organizers Observation Writer's Notebook Partner Talk Daily writing Student Conference	<b>Summative</b> On-Demand Assessment Writer's Notebook Poetry Portfolio	
	<b>Alternative</b> Portfolio of genre-based writing		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart - What do students know about poetry? What do they still wonder? What have they learned? Poetry Portfolio		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Anchor chart</li> <li>● Mentor Texts</li> <li>● Turn and Talk</li> </ul>		

	<ul style="list-style-type: none"> <li>● Modeling</li> <li>● Shared Writing</li> <li>● Pre-writing/Generating Ideas</li> <li>● Graphic Organizers</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Peer editing</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners                      Special Education Learners                      Struggling Learners                      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Sentence Frames</li> <li>● Additional Time</li> <li>● Simplify language for tasks</li> <li>● Use native language for directions</li> <li>● Allow native language for writing product</li> <li>● Verbal and Visual examples for instruction and in student writing</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Modify length of writing - shorten assignment</li> <li>● Frequently check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Additional Time</li> <li>● Clear directions</li> <li>● Frequently check for understanding</li> <li>● Review directions</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for independent mentor text study</li> <li>● Mini-lessons using grade 5 rubric</li> <li>● Visual piece to accompany published written piece (Google slideshow, poster, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>● Accept short answers</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>● No penalty for spelling errors</li> <li>● Allow retakes</li> <li>● Concrete Examples</li> <li>● Consistent Lesson structure</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Choice for writing topics○</li> <li>● Writing Checklist</li> <li>● Students working at their own pace during independent writing○</li> <li>● Conferencing</li> <li>● Small group work</li> <li>● Mini-lessons</li> <li>● Mid-workshop teaching</li> <li>● Anchor Charts</li> <li>● Flexible grouping</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of topic for published piece○</li> <li>● Celebration of Writing</li> <li>● Tiered assignments (based on individual student readiness)○</li> <li>● Choice of typed vs. written product○</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> poetry, rhythm, rhyme, tempo, autobiography  <b>Tier III:</b> figurative language, simile, metaphor, adjective, noun, verb, syllables, prepositional phrase			

<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>S</b> - Use word processor to publish writing piece  <b>A</b> - Use Google Docs, text-to-speech function, thesaurus or spell check to improve writing process; teacher will utilize the comment tool in Google Docs to provide feedback  <b>M</b> - Students will collaborate to co-write an essay in Google Docs  <b>R</b> - Students watch video and fill out Venn diagram in Google Docs with students in their group</p>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b>  RL.3.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Computer Science and Design Thinking (2020)</b>  8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p> <p><b>Career Ready Practices:</b>  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.  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.  CRP12 - Work productively in teams while using cultural global competence.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a></p>	<p>Themes</p>	<p>Skills</p>

	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)○</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Citizenship - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> </ul> </li> <li>● Technology Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Mentor Texts - Various samples of poetry including: <i>Shape Me a Rhyme</i> by Jane Yolen, <i>On the Wing</i> by David Elliot, poems by Shel Silverstein</li> <li>● Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper○, pens, markers, flipchart paper, graphic organizers○, writer’s checklists, chromebook</li> </ul>	