

# **Writing Units of Study**

## **Grade 4**

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### **How To Use the Curricular Resources**

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

#### **Steps for Using the Units:**

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the unit.

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Components of Balanced Literacy

Component	Description	Teacher's Role	Students' Role
Interactive Read Aloud and Discussion	Teacher reads aloud a text and interacts with students by focusing on comprehension strategies	Teacher 1) models comprehension strategies and 2) prompts students to practice the strategies (often with a partner)	Students 1) listen and observe and 2) practice a comprehension strategy in writing or by discussing it with a partner
Shared Reading	Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)	Teacher 1) models strategies for comprehension, fluency, or word work and 2) asks students to join in on the work and practice the strategies	Students 1) observe and follow along and 2) practice the strategies in writing or by discussing it with a partner
Reading & Writing Workshop	A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.	Teacher 1) does a mini lesson and teaches an explicit strategy, 2) has conferences with individual students and small groups, and 3) leads a share and conclusion at the end.	Students 1) listen during the minilesson, 2) actively practice strategies in their independent or partner reading and writing, and 3) teach their classmates by sharing at the end or having discussions.
Word Study	The study of words-- including phonemic awareness, phonics, spelling and vocabulary. Typically done in a meaningful context and by looking for generalizations and patterns across words. Studying how words work	Teacher guides instruction by co-selecting words to study and leading inquiries so students begin to understand the generalization and meaning of words.	Students often choose words, participate in inquiries about them, and form their own generalizations and meanings. They also discuss them with peers and transfer to reading and writing.
Shared Writing	The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).	The teacher leads the discussion by asking for help from the students but then lets them talk and writes what they say.	Students generate the content of the writing through discussion and watch the teacher compose it on the page.
Book Clubs (done during reading workshop)	A small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea.	Teacher supports the students' skills in reading deeply, writing to prepare for discussions, and then coaches groups as they discuss. The teacher supports conversational skills here as well.	Students 1) read a section, 2) prepare for a conversation, 3) participate in a conversation, and 4) often do some writing about their new thinking.

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<p>Strategy Lesson (Reading and Writing)</p>	<p>During the workshop the teacher gathers a small group of students who may or may not be at the same level but all do need the same strategy. The teachers does a small group mini lesson with just the students that need it.</p>	<p>Teacher demonstrates a strategy and then coaches students to try it.</p>	<p>Students observe the strategy and then try it in their own texts with coaching support.</p>
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**Common Writing Language and Terminology**

**Claim:** the argument statement you are making that declares your position on a topic (we often call it a thesis statement)

**Conference:** Individualized instruction that meets student writers where they are. This often entails conversation, feedback, and guided practice.

**Evidence:** Information from the text that supports your argument and claim (direct evidence is a direct quote from the text and indirect is paraphrased)

**Immersion:** During the first week of a unit of study, the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

Most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

**Interactive Writing:** The teacher and students compose a text together orally, and they share the pen to write it down. The focus is on the qualities of good writing and mostly on getting text on the page.

**Mentor Text:** A text that looks like or matches the type of writing students will be making in the unit of study. The text is analyzed and studied as a form of pre-teaching the concepts and vocabulary that students will later learn to use independently in their own writing.

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**Mini lesson:** A brief direct instruction lesson that shows students HOW to do something as a writer. The teacher often sets the context, models a strategy, uses short guided practice, and sets students up for WHEN and WHY they may choose to use this strategy.

**Modeled Writing:** The teacher (or a student) shows their steps in the writing process or strategy and does the work in front of others while thinking aloud.



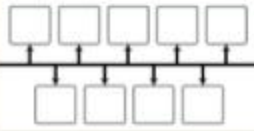
**Shared Writing:** The teacher and students compose a text together orally and the teacher physically writes it down. Students are not writing it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).

**Shared Reading:** The teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...) and often uses the text as a mentor for writing.

**Text Features:** Choices authors make about how to present information to others. These may include headings, captions, graphs, word boxes, glossaries, a table of contents, etc. Each feature helps a reader learn information.

**Text Structure:** The choices an author makes about how to organize information for the reader based on their purpose for writing

**Text Types:**

<u>Informational:</u>	<u>Opinion/ Argument:</u>	<u>Narrative:</u>
<ul style="list-style-type: none"><li>• presents information or explains ideas and concepts</li><li>• organized by category</li><li>• goal is to be a teacher to others</li></ul>	<ul style="list-style-type: none"><li>• presents a side, stance, or claim</li><li>• provides evidence to support that claim or refute the counter argument</li><li>• organized by supports and reasoning</li><li>• goal is to prove a</li></ul>	<ul style="list-style-type: none"><li>• recounts a story (true or fictional)</li><li>• organized by a series of events</li><li>• goal is to engage the reader in the journey of the characters</li></ul>
		

**Theme:** the lessons or messages readers interpret in an experience or text

**Thesis Statement:** this is the claim a writer makes and is proving throughout the essay (note the standards refer this to as a claim)

**Writing Process:**

**Kinder-Grade 2 Process**

Primary PROCESS: (using writing folders)

- ★ Generate Ideas
- ★ Rehearsal (think, say, sketch)
- ★ Draft
- ★ Make Drafts “Better” and Try Out New Strategies
- ★ Choose
- ★ Revise
- ★ Edit
- ★ Publish

**Grades 3-8 Process**

UPPER GRADE PROCESS (using writing notebooks)

- ★ Generate Ideas
- ★ Collect Entries
- ★ Make Entries “Better” and Try Out New Strategies
- ★ Choose and Plan for the Draft
- ★ Draft (out of the notebook)
- ★ Revise
- ★ Edit
- ★ Publish

**Writing Workshop:** A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end



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**Writing Units at a Glance**

<b>Grade</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>K</b>	<b>We Are All Writers</b> (Personal Narrative)	<b>Sharing Our Opinions</b>	<b>How To</b> (Informational)	<b>Small Moment Stories</b> (Narrative)	<b>All About Books</b> (Informational)	
<b>1</b>	<b>Focused Personal Narrative</b> (Narrative)	<b>How To</b> (Informational)	<b>Author Study/Book Review</b> (Opinion)	<b>Realistic Fiction</b> (Narrative)	<b>All About</b> (Informational)	
<b>2</b>	<b>Family Stories</b> (Narrative)	<b>Persuasive Letters</b> (Opinion)	<b>Question &amp; Answer Books</b> (Informational)	<b>Realistic Fiction</b> (Narrative)	<b>Biography</b> (informational)	
<b>3</b>	<b>Creating a Culture of Learning</b> (Launching)	<b>Small Moments</b> (Narrative)	<b>Show Off Your Expertise</b> (Informational)	<b>Reviews</b> (Opinion)	<b>Character Essays</b> (Opinion)	<b>Fairytales</b> (Narrative)
<b>4</b>	<b>Leading an Independent Writing Life</b> (Launching)	<b>Realistic Fiction Picture Books</b> (Narrative)	<b>Articles</b> (Informational)	<b>Literary Essay</b> (Opinion)	<b>Perspective Short Stories</b> (Narrative)	<b>Advertisements</b> (Persuasive)
<b>5</b>	<b>Who Are We as Writers?</b> (Launching)	<b>Fanfiction</b> (Narrative)	<b>Literary Essay</b> (Opinion)	<b>Presentation &amp; Handout</b> (Informational)	<b>Persuasive Letters</b> (Opinion)	<b>Tall Tales</b> (Narrative)
<b>6</b>	<b>Defining Yourself As a Writer</b> (Launching)	<b>Ted Talks</b> (Informational)	<b>Antagonists on Trial</b> (Argument)	<b>Historical Fiction</b> (Narrative)		
<b>7</b>	<b>Photojournalism</b> (Informational)	<b>Mystery</b> (Narrative)	<b>Proposals: Research Paper</b> (Argument)			
<b>8</b>	<b>Writing on a Digital Platform</b> (Informational)	<b>Dystopian Fiction</b> (Narrative)	<b>Research Paper</b> (Argument)			

## Course Description

The 4th grade writing curriculum is aligned with the New Jersey Student Learning Standards and following the Writer's Workshop model in order to present instruction. Students focus on developing their personal writing identity and expanding their skills across six units of study. Students will navigate through the writing process by brainstorming ideas on a frequent basis, selecting from those ideas and creating quick writes on a variety of different ideas throughout each unit. Students will then focus on including elements of the frequent mini lessons into their writing pieces. Editing will be done in many forms to incorporate elements of the English language and the unit will culminate with the publishing of their final writing piece. Students will engage in the writing process and feel empowered to put their thoughts into words. An understanding of the course material will be demonstrated during the publishing part of each unit.

## Course Sequence

Unit Title	Pacing
Unit 1: <b>Leading an Independent Writing Life</b> (Launching)	September
Unit 2: <b>Realistic Fiction Picture Books</b> (Narrative)	October-November
Unit 3: <b>Articles</b> (Informational)	December-January
Unit 4: <b>Literary Essay</b> (Opinion)	February - March
Unit 5: <b>Perspective Short Stories</b> (Narrative)	April - May
Unit 6: <b>Advertisements</b> (Persuasive)	June

## Pre-Requisites

3<sup>rd</sup> Grade Writing

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**Unit 1 Overview**

**Content Area:** ELA

**Unit Title:** Launching Unit - “Leading an Independent Writing Life”

**Grade Level:** 4

**Unit Summary:** In this launching unit, writers will develop their writing identity by reflecting on their most-productive writing processes, environments, and communities. This will assist them in understanding their role as an independent writer, setting goals for improvement. Writers will also develop this identity through personalizing and organizing a writer’s notebook. All of the aforementioned will give writers some perspective on how to lead an independent writing life. This should only last about two weeks since this is a mini unit.

**Learning Targets**

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
NJSLSA.W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
NJSLSA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
NJSLSA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLSA.SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.2.5.CAP.	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>		
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.	
<b>Interdisciplinary Connection</b>		
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	
<b>Cross-cultural Statements/Mandates</b> ( <i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i> )		
<b>SEL:</b> <b>GROWTH MINDSET: Setting Realistic Goals:</b> Read-alouds and class discussion to develop a growth mindset about writing while setting realistic goals to improve rather than to achieve.		
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● How do we lead an independent writing life?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Writers recognize successes and set goals for improvement in order to celebrate the process rather than focusing on their destination.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Differentiate between being an independent writer and writing independently</li> <li>● Develop a growth mindset toward their writing and learn to celebrate their struggles</li> <li>● Create a writer’s notebook with purpose and intention</li> <li>● Understand how to be active members of a writing community</li> <li>● Identify who they are as writers and who they want to become</li> </ul>		
<b>Evidence of Learning</b>		

**Formative Assessments:**

- conferences with writers
- examining student notebook entries and letter drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self assessment

**Summative/Benchmark Assessment(s):**

- final project

**Alternate Assessments:**

- Flip Grid
- Oral assessment
- Class Presentation
- We Video
- Peer Assessment

**Modifications:**

- Special Education/504 Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

- o Accept participation at any level, even one word

**Lesson Plans**

<b>Goals</b>	<b>Teaching Points</b>	<b>Teaching Tips, Notes, Materials, Resources</b>
<p>Writers begin to understand how to lead an independent writing life</p>	<ul style="list-style-type: none"> <li>● Writers learn the difference between being an independent writer and writing independently.</li> <li>● Possible teacher dialogue: “Writers, in order for writing workshop to run smoothly, we have to “show up” at each structure with commitment. Today we will talk about the different structures and what our roles are.”                             <ul style="list-style-type: none"> <li>o Discuss structures, mini-lesson, conference, independent practice time, partnerships, strategy groups</li> </ul> </li> </ul>	<p>Mentor Text (to generate ideas)</p> <p>Possible Anchor Charts and Ideas for Roles within the Structures (Note - These can also be generated along with the class, but below are some ideas to get started.):</p> <p><u>MINI LESSONS</u></p> <p><b>Mentor Writer’s Role (Teacher Role):</b></p> <ul style="list-style-type: none"> <li>- teach something explicitly in 8-12 minutes</li> <li>- model the strategy in our own writer’s notebook (I wouldn’t expect you to do anything I wouldn’t do myself!)</li> <li>- provide time for your to try out/experiment with the strategy</li> <li>- space/time to follow up and ask any questions</li> <li>- time to set intentions for your writing time</li> </ul> <p><b>Student Role:</b></p> <ul style="list-style-type: none"> <li>- actively listening and imagining themselves using the strategy/skill in their own writing</li> <li>- come to the meeting area with necessary tools (writer’s notebook, pen/pencil, writing folder)</li> <li>- move efficiently to your spot next to your partner so to get going right away</li> <li>- willingness and open mindedness to let in the new learning</li> <li>- during turn and talks really committed to trying out and discussing the strategy/skill (stay focused!)</li> </ul> <p><u>CONFERENCES</u></p> <p><b>Mentor Writer’s Role (Teacher Role):</b></p> <ul style="list-style-type: none"> <li>- ask questions to better understand how the writer’s writing is going</li> <li>- provide possible next steps the writer might try</li> <li>- promise to listen with a curious mind</li> </ul>

- following your lead and providing your individual next steps that grows from the conversation
- we aren't there to correct; we are there to both grow as writers (*I promise to teach you something as a writer, and I hope you will be open to teaching me too!*)
- conversation writer to writer not teacher to student
- sharing our own writing struggles/vulnerabilities with the community

**Student Role:**

- share their thinking about their writing and explaining what they are trying out
- think about how the strategy might play out in their own writing; willingness to take a risk
- share goals/strategies they have been trying out
- be open to share struggles/challenges and how you are working through them
- share changes and try out new ways to rewrite parts of your writing when making choices

INDEPENDENT PRACTICE

**Mentor Writer:**

- meet individually and in strategy groups to talk about your writing
- maximize independence practice time by keeping mini-lesson "mini"
- meet with each writer at least 1 or 2 times across the week

**Students Role:**

- writing the entire time
- using strategies taught that day or others from before to help move their writing forward
- get unstuck without going to the mentor writer (teacher) first
- briefly check in with your writing partner share what is getting in your way and if they have suggestions
- make a choice to get unstuck: look at a mentor text/writer's notebook, suggestions, model, shared writing in the room, student sample

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<p>Writers develop a growth mindset toward their writing and learn to celebrate their struggles</p>	<p><b>SEL MANDATE: Growth Mindset Lesson</b></p> <ul style="list-style-type: none"> <li>● Possible teacher dialogue: “Writers, we are bound to come across struggles and challenges along the way. We might even experience writer's block, but it is our job to work through that by making choice. Let’s think about reasons why we might get stuck and share ideas about how to get unstuck.” (Generate reasons why we get stuck and possible solutions: collectively share these and create a “Getting Unstuck Guide!” that can help us throughout the year.)</li> <li>● Possible teacher dialogue: “Writers, today we are going to look at some of our struggles we have faced in the past and celebrate those by thinking about what we can learn from them. <i>Some struggles I have as a writer are.... Why these are helpful for me are...</i>”</li> <li>● Possible teacher dialogue: “Writers, great writing takes time! Today, let’s share what had worked for you in the past and what got in your way? How can we live differently this year?”</li> </ul>	<p><b>Anchor Chart:</b> Possible Solutions When we Get Stuck (add to this chart)</p> <p>Possible Ways to Celebrate Struggles</p> <ul style="list-style-type: none"> <li>- sharing author visits and their experiences along their writing journey (rejections, drafts, letters, etc)</li> <li>- share a mentor text with the class that celebrates the beauty of “messaging up!” Ex: <i>Ralph Writes a Story</i> by Abby Hanlon, <i>What To Do With a Problem</i> by Kobi Yamada, <i>The Most Magnificent Thing</i> by Ashley Spires</li> <li>- risks that you take in your life outside of the classroom and why those risks are worth it</li> </ul>
<p>Writers create a Writer’s Notebook with purpose and importance</p>	<p><b>SEL MANDATE: Setting Realistic Goals</b></p> <ul style="list-style-type: none"> <li>● Writers will personalize a writing notebook to develop ownership and pride in their future work.             <ul style="list-style-type: none"> <li>○ After decorating their notebook, students can share their personal writer’s notebook with others to develop a sense of identity with others.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Possible teacher dialogue: “As writers we want to ‘house’ all of our thinking, and we need one place to do that work. This year our notebook is going to be our tool for all of our ideas, drafts, strategies, and reflections. To make the notebook uniquely your own we are going to spend some time personalizing them. I am also going to create one, too!”</li> <li>2. Possible teacher dialogue: “Writers, now that we have personalized our notebooks it is time for us to think about what could go inside. Turn and talk to your writing partner, ‘What might we include in a writer’s notebook?’”</li> </ol>



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	<ul style="list-style-type: none"> <li>● Writers create sections in their writing notebook:             <ul style="list-style-type: none"> <li>○ Have a class discussion generating ideas as to what sections should be in our notebook.</li> <li>○ Create a list of the ideas and develop section headings.                 <ul style="list-style-type: none"> <li>■ Possible Sections: Mini Lessons/ Strategies, Ideas and Drafts, <b>Reflections/Goals/Conferences/Admiring Language</b></li> </ul> </li> <li>○ Students set up their notebooks containing the sections that was decided upon.</li> </ul> </li> <li>● Writers determine the importance of the Writer’s Notebook:             <ul style="list-style-type: none"> <li>○ Have a class discussion setting a purpose/goal for these notebooks.                 <ul style="list-style-type: none"> <li>■ Students will turn to the <b>“Reflective/Goal”</b> section of their notebooks to record the goal they will attain. This can be referenced and added to throughout the year.</li> </ul> </li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>3. Generate a list with writers and begin to think about:             <ol style="list-style-type: none"> <li>a. Mini lessons/Strategies/Mentor Writers</li> <li>b. Ideas &amp; Drafts</li> <li>c. Reflection/Goals/Conferences</li> </ol> </li> <li>4. Create the sections together and model for them what that could look like.</li> <li>5. Possible teacher dialogue: “Tonight, think about how this notebook is going to matter to you. How might it help you grow as a writer in 4th grade?”</li> <li>6. Possible student dialogue/reflection: “In the past, my writer’s notebook looked like... This year, I want my notebook to look more like...”</li> </ol>
<p>Writers understand how to be active members of a writing community</p>	<ul style="list-style-type: none"> <li>● Writers help design the writing space and take ownership of that environment.</li> <li>● Writers learn and discuss the expectations for key vocabulary: writing conference, partnership, peer review, etc.</li> <li>● Writers write a letter to their potential partners expressing what they can bring to a writing partner and what they need.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can help design the writing space:             <ul style="list-style-type: none"> <li>○ What should it look like? (<i>meeting place, ie. carpet; location of anchor charts</i>)</li> <li>○ Where should we keep our materials? (<i>resources, such as post-its, writer’s notebooks, folders, etc.</i>)</li> </ul> </li> <li>● Role play scenarios</li> <li>● Make a chart of anticipated partner challenges and brainstorm possible solutions:</li> </ul>

- Writers learn and discuss how to build a trusting writing partnership through potential problems and solutions.
- Writers will learn how to conduct a productive peer review, giving feedback and using a critical yet objective eye when reviewing a partner's writing piece.
- Writers conference with their writing partners, read the writing piece, and provide feedback to their writing partners, positively and constructively encouraging their peers by identifying specific areas of strengths and improvement.

WRITER'S WORKSHOP	
Problems We May Face	Ways We Can Solve Problems
<ul style="list-style-type: none"> <li>• Getting started takes too long!</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned spots</li> <li>• Hip to hip with your writing partner</li> <li>• Grab Writer's Notebooks and go right to the rug</li> <li>• Rank ideas in order of importance</li> </ul>
<ul style="list-style-type: none"> <li>• We don't know how to be a helpful partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn our partners strengths/struggles</li> <li>• Show them a strategy that worked for you in your writing</li> <li>• Refer to mentor text to help get ideas</li> </ul>
<ul style="list-style-type: none"> <li>• Off task behavior that's distracting to the writing community</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection piece</li> <li>• Ask questions: "What did you do today as a writer?", "What do you still want to work on in your story?", etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Worried too much about others and not ourselves</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in one another's "writing life" but not their individual choices</li> </ul>
<ul style="list-style-type: none"> <li>• We are closed off to our partner's suggestions and</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in mind that it's for the improvement of</li> </ul>

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		<table border="1" data-bbox="1171 207 1955 630"> <tr> <td data-bbox="1171 207 1570 358"> <p>don't use their ideas constructively.</p> </td> <td data-bbox="1570 207 1955 358"> <p>the writing piece and helps our development as a writer. Think positively!</p> </td> </tr> <tr> <td data-bbox="1171 358 1570 509"> <ul style="list-style-type: none"> <li>• Messy notebook</li> </ul> </td> <td data-bbox="1570 358 1955 509"> <ul style="list-style-type: none"> <li>• Add post-its</li> <li>• Flip pages down</li> <li>• Highlight pages with similar content</li> </ul> </td> </tr> <tr> <td data-bbox="1171 509 1570 630"> <ul style="list-style-type: none"> <li>• No writing at all</li> </ul> </td> <td data-bbox="1570 509 1955 630"> <ul style="list-style-type: none"> <li>• Look at previous entries</li> <li>• Pull a book in the genre to spark inspiration</li> </ul> </td> </tr> </table> <ul style="list-style-type: none"> <li>• Provide peer review language (words and phrases) to use for a productive discussion:  <a href="https://docs.google.com/a/mppanthers.org/document/d/1BFBTa49SRE4Ls2M3cY8qujXC7XWoP4lx3ZhhWxutHTo/edit?usp=sharing">https://docs.google.com/a/mppanthers.org/document/d/1BFBTa49SRE4Ls2M3cY8qujXC7XWoP4lx3ZhhWxutHTo/edit?usp=sharing</a> </li> <li>• Teacher may model “looking with a critical eye” with a sample writing piece.</li> </ul>	<p>don't use their ideas constructively.</p>	<p>the writing piece and helps our development as a writer. Think positively!</p>	<ul style="list-style-type: none"> <li>• Messy notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Add post-its</li> <li>• Flip pages down</li> <li>• Highlight pages with similar content</li> </ul>	<ul style="list-style-type: none"> <li>• No writing at all</li> </ul>	<ul style="list-style-type: none"> <li>• Look at previous entries</li> <li>• Pull a book in the genre to spark inspiration</li> </ul>
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<p>Writers will identify who they are as writers and who they want to become</p>	<ul style="list-style-type: none"> <li>• Writers identify their struggles, strengths, and a way to stretch themselves/take risks.</li> <li>• Writers consider and evaluate environments in which they are productive writers, such as tools, and determine the things they need for their best writing environment.</li> </ul>	<ul style="list-style-type: none"> <li>• When writers identify their struggles, strengths, and a way to stretch themselves, they may write about it but can also come up with a visual with images/icons that represent/symbolize their thoughts.</li> <li>• Risk Taking Continuum:  <a href="https://docs.google.com/document/d/1hq9eSyMSZ30JxpJVbHO18DRf_k2PuVd-P0alBRGogPc/edit">https://docs.google.com/document/d/1hq9eSyMSZ30JxpJVbHO18DRf_k2PuVd-P0alBRGogPc/edit</a> </li> <li>• Consider having the writers help design the writing environment by asking for their input.</li> </ul>						

## Unit 2 Overview

**Content Area:** ELA- Writing

**Unit Title:** Picture Books (Realistic Fiction)

**Grade Level:** 4

**Unit Summary:** In this unit, writers will explore the elements and structures of creative writing through the genre of realistic fiction. The unit activities and products are designed to give students of multiple intelligences the opportunity to express/share their knowledge and expertise (ie. linguistically, visually, intrapersonally, interpersonally, spatially). Creative writing is also a strong way for writers to develop the capacity to use their own minds/prior knowledge as the foundation for idea development. In addition, they can expand their minds and learn to think “outside of the box.”

## Learning Targets

**Standards (Content and Technology):**

CPI#:	Statement:
NJSLSA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
NJSLSA.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
NJSLSA.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
NJSLSA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
NJSLSA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
NJSLSA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as

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	well as to interact and collaborate with others.
NJSLSA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).
NJSLSA.L.4.1.e	Form and use prepositional phrases.
NJSLSA.L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).
NJSLSA.L.4.2.a	Use correct capitalization.
NJSLSA.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
NJSLSA.L.4.3.a	Choose words and phrases to convey ideas precisely.
NJSLSA.L.4.3.b	Choose punctuation for effect.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.2.5.CAP.	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
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.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
<b>Interdisciplinary Connection</b>	
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.2.5.Cr1a	Generate ideas for media artwork, using a variety of tools, methods, and/or materials
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
<p><b>SEL:</b>  <b>Creative thinking:</b> Students will generate new ideas, solutions or courses of actions when they encounter an obstacle during the creative writing process.</p>	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do writers develop a believable realistic fiction story using the writing process?</li> <li>• What makes a story unforgettable?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Writers use specific strategies to plan, write, and revise realistic stories.</li> <li>• Writers interrelate all of the creative elements and techniques to develop a cohesive storyline that unfolds the heart of the story.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p>	

- Create characters, settings, and plots to write a descriptive realistic fiction story
- Choose and develop a plan for drafting a realistic fiction story
- Revise their realistic fiction picture books
- Utilize a checklist to assess their writing
- Edit and publish their stories
- Share their published stories

### Evidence of Learning

#### **Formative Assessments:**

- conferences with writers
- examining student notebook entries and drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self assessment

#### **Summative/Benchmark Assessment(s):**

- final writing piece

#### **Alternate Assessments:**

- Oral assessment
- Class Presentation
- We Video
- Peer Assessment

#### **Modifications:**

- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans

- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Unit Goals	Suggested Teaching Points:	Teacher Ideas, Notes, Materials, Resources						
<p>Writers create characters, settings, and plots to write a descriptive realistic fiction story</p>	<ul style="list-style-type: none"> <li>● Writers look closely at the qualities and elements of a story noticing what mentor authors do.</li> <li>● Writers generate multiple ideas for their stories:                             <ul style="list-style-type: none"> <li>○ Think of a person and times with that person</li> <li>○ Special moments and why they mattered to us or someone else</li> <li>○ Special objects and times with those objects</li> <li>○ Strong feelings and times we or someone else felt those strong emotions</li> <li>○ Thinking about important First Times &amp; Last Times and writing about those</li> </ul> </li> </ul>	<p>Process: Generate Ideas, Collect Entries</p> <ul style="list-style-type: none"> <li>● Have an anchor chart displayed showing the writing process.</li> <li>● Writing Process <i>Flocabulary</i> Video: <a href="https://www.flocabulary.com/unit/writing-process/lyric-notes/">https://www.flocabulary.com/unit/writing-process/lyric-notes/</a></li> <li>● You can make a chart with the class that looks at qualities of writing in mentor texts such as...</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">What We Notice</th> <th style="text-align: center;">Examples</th> <th style="text-align: center;">Why a Writer Chooses This</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">pictures do not exactly match words</td> <td style="text-align: center;">insert example here</td> <td style="text-align: center;">when the writer wants to show</td> </tr> </tbody> </table>	What We Notice	Examples	Why a Writer Chooses This	pictures do not exactly match words	insert example here	when the writer wants to show
What We Notice	Examples	Why a Writer Chooses This						
pictures do not exactly match words	insert example here	when the writer wants to show						



- special moments
- Writers look closely at their possible writing topics and circle or star one that speaks to them. We choose a story that is meaningful and one we want to share with others and we begin writing our drafts in our notebooks.
  - Writers have different ways in developing who the characters are as people:
    - Describe what the characters look like
    - Through action, thought, dialogue, and feelings writers can develop their characters intentionally
    - Create moments that require the reader to interpret or infer the emotions/feelings of the characters
  - Writers consider the impact of setting on a story, including the mood and character emotions.
  - Writers develop a setting in their story to help readers visualize:
    - Utilize descriptive and sensory details to develop their setting
    - Apply figurative language to enrich their writing pieces
  - Writers construct a plot structure:
    - Writers create, build, and resolve a conflict (problem)
    - Create an ending that ties back to the beginning of the story somehow
      - A sound that is heard in the beginning of the story is heard again at the end

		something and help readers picture exactly what it looks like
colors change in the pictures	insert example here	when the writer wants to show the mood and tone of that part

*\*This chart can be created over several days and across more than one picture book.*

- Make sure to use your own writing notebook to model these strategies for students.
- Refer back to mentor texts when teaching these developing strategies. Some possible mentor texts include:
  - *The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubinstein
  - *Family Huddle* by Eli Manning, Peyton Manning, and Archie Manning
  - *Extra Yarn* by Mac Barnett
  - *The Old Woman Who Named Things* by Cynthia Rylant
  - *Song and Dance Man* by Karen Ackerman

	<ul style="list-style-type: none"> <li>■ A feeling that is felt in the beginning of the story is felt again or has developed/ changed</li> <li>■ Character growth             <ul style="list-style-type: none"> <li>○ Create an ending that ties back to the beginning of the story somehow</li> </ul> </li> <li>● Writers consider a theme for their realistic picture books and whether it will be stated or inferred in their story.</li> <li>● Writers think creatively to come up with solutions when they feel stuck during the writing process. Class will generate a list of ideas to help them during a “Writer’s Block” and refer back to that list whenever they need during this unit. <b>(SEL MANDATE)</b></li> </ul>	
<p>Writers choose and develop a plan for drafting a realistic fiction story</p>	<ul style="list-style-type: none"> <li>● Writers collect entries and create multiple drafts of their stories:             <ul style="list-style-type: none"> <li>○ Reread entries and decide on a plot, setting, and characters for one picture book</li> <li>○ Make a plot mountain for the ONE story that will be drafted and make sure its scope can be written in one short picture book</li> <li>○ Create a drafting booklet (box for picture and lines for words) to match the number of scenes or pages in the book</li> </ul> </li> </ul>	<p>Process: Choosing and Making a Plan</p> <ul style="list-style-type: none"> <li>● Make sure to use your own writing from previous years to model these strategies for students or have students’ examples to show and display</li> <li>● Encourage writers to really choose which settings, plot, and characters they want to go together for the draft</li> <li>● Sketch would be concise ideas for what they will put in the final book</li> </ul>

<p>Writers revisit and revise their realistic fiction picture books by adding descriptions that will help readers comprehend, visualize, and connect to the story being created</p>	<ul style="list-style-type: none"> <li>● Writers revise (re-vision) a significant event or moment in their story to enhance their storyline.</li> <li>● Writers make entries stronger by using available resources:             <ul style="list-style-type: none"> <li>○ Teacher conference, writing partnerships, writing checklists, anchor charts, reference sheets                 <ul style="list-style-type: none"> <li>❑ Character development (ie. appearance, personality, growth)</li> <li>❑ Sensory details (ie. setting)</li> <li>❑ Descriptive nouns, verbs, adjectives, and adverbs</li> <li>❑ Figurative language</li> <li>❑ Dialogue formatting and tag variation</li> <li>❑ Tone of voice to convey specific moods and characters’ perspectives</li> <li>❑ Theme</li> </ul> </li> </ul> </li> </ul> <p>Crafting Pictures:</p> <ul style="list-style-type: none"> <li>● Showing mood/tone through the illustration’s colors or characters’ facial expressions/body language</li> <li>● Foreshadowing in a picture</li> <li>● Using speech or thought bubbles</li> <li>● Deciding the type of pictures that will be used to show the style of the Realistic Picture Book             <ul style="list-style-type: none"> <li>○ Drawings</li> <li>○ Cartoon/Clip Art</li> </ul> </li> </ul>	<p>Process: Revision</p> <ul style="list-style-type: none"> <li>● Consider accessing sources, such as books, short videos, and interviews, where well-known authors discuss their own personal experiences with the writing process.</li> <li>● The following are resources that should be made accessible to students in some way when they are revising their work. Other resources can be found as well.             <ul style="list-style-type: none"> <li>○ Character Traits: <a href="https://drive.google.com/file/d/0B2Q0VukOKY3LdEdBVG1iemQ5RFU/view?usp=sharing">https://drive.google.com/file/d/0B2Q0VukOKY3LdEdBVG1iemQ5RFU/view?usp=sharing</a></li> <li>○ Sensory Words: <a href="https://drive.google.com/file/d/0B2Q0VukOKY3LRVBTQIZuMi1mNE0/view?usp=sharing">https://drive.google.com/file/d/0B2Q0VukOKY3LRVBTQIZuMi1mNE0/view?usp=sharing</a></li> <li>○ Adjective List: <a href="https://drive.google.com/file/d/0B2Q0VukOKY3LM2ZXS2NjWTM2LXc/view?usp=sharing">https://drive.google.com/file/d/0B2Q0VukOKY3LM2ZXS2NjWTM2LXc/view?usp=sharing</a></li> <li>○ Verb List: <a href="https://drive.google.com/file/d/0B2Q0VukOKY3LZnFLQVRiek5qSjA/view?usp=sharing">https://drive.google.com/file/d/0B2Q0VukOKY3LZnFLQVRiek5qSjA/view?usp=sharing</a></li> <li>○ Adverb List: <a href="https://drive.google.com/file/d/0B2Q0VukOKY3LWUphM1NCamtOdG8/view?usp=sharing">https://drive.google.com/file/d/0B2Q0VukOKY3LWUphM1NCamtOdG8/view?usp=sharing</a></li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Paintings</li> </ul>	
<p>Writers will use a self reflecting checklist to assess whether they have included all of the elements of a well-rounded piece of writing</p>	<ul style="list-style-type: none"> <li>● Writers choose 2-3 items on the checklist to focus on per day.</li> <li>● Writers color code, highlight, and then annotate each item on the checklist to hold them accountable for where they have included that element directly in their writing:             <ul style="list-style-type: none"> <li>○ Writers collaborate with their writing partners to review the accuracy of their color-coding and then use those suggestions for later reflection and application</li> <li>○ Writers revise their piece, applying what was discovered from their color-coding and peer review</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use a personal piece of writing or a student sample from a previous year to model how to use a checklist.</li> <li>● Conference with struggling writers to review the checklist and process for using it.</li> <li>● Programs that support effective and organized color-coding and annotating work:             <ul style="list-style-type: none"> <li>○ Microsoft Word - Use the “Review” feature.</li> <li>○ Google Docs - Use text highlighting and the “Comments” feature.</li> </ul> </li> <li>● See video pertaining to Standard: W.4.3a “Organize the story so that the plot begins naturally”:  <a href="https://learnzillion.com/resources/57245-writealong-for-4th-grade">https://learnzillion.com/resources/57245-writealong-for-4th-grade</a> </li> </ul>
<p>Writers engage in the editing and publishing processes and choose their own diverse formats to share their story</p>	<ul style="list-style-type: none"> <li>● Writers edit their stories:             <ul style="list-style-type: none"> <li>○ Spelling, Grammar, Punctuation</li> <li>○ Word Choice</li> </ul> </li> <li>● Writers publish their stories in a format that is appropriate for them:             <ul style="list-style-type: none"> <li>○ Plan what format they will choose and the materials they will need</li> <li>○ Writers implement their plans by following each step needed to complete their published stories</li> </ul> </li> </ul>	<p>Process: Editing and Publishing</p> <ul style="list-style-type: none"> <li>● Use a “Text-to-Speech” extension to help writers listen to their stories and make corrections</li> <li>● Publishing Ideas:             <ul style="list-style-type: none"> <li>○ Possibly <i>Snag it</i></li> <li>○ Realistic Picture Books written on paper</li> <li>○ Picture Books written on paper and developed into a slideshow</li> <li>○ Digital Picture Books typed on the computer</li> </ul> </li> </ul>

### Unit 3 Overview

**Content Area:** ELA - Writing

**Unit Title:** Articles (Informational Writing)

**Grade Level:** 4

**Unit Summary:** In this unit, writers will explore the elements and structures of informational writing through composing articles. The unit activities and products are designed to foster the writers' use of evidence-based information to create an informed perspective on a topic. In addition, the writers' research of both print and digital primary and secondary sources will also help them learn how to evaluate the credibility of information presented. When writers need to assess others' work, they can later apply the same evaluative "eyes" to their work. Finally, the writing products of this unit will support the writers' motivation through differentiation by interest, as students get to choose a topic of choice.

### Learning Targets

**NJ Learning Standards** (content and technology)

CPI#:	Statement:
NJSLSA.RI.4.5	Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.
NJSLSA.RI.4.7	Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.
NJSLSA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
NJSLSA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
NJSLSA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
NJSLSA.W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

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NJSLSA.W.4.2.C	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).
NJSLSA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
NJSLSA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
NJSLSA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.
NJSLSA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
NJSLSA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLSA.L.4.6.	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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
NJSLSA.L.4.1.A	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
NJSLSA.L.4.1.C	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.
NJSLSA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expands one’s thinking about a topic of curiosity
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
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.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
<b>Interdisciplinary Connection</b>	
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
<p><b>Holocaust:</b>            During the immersion week, students will analyze various articles on NEWSELA and Scholastic news related to the Holocaust and identify text and graphic features authors use to share information.</p>	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How are reporting and researching utilized in composing articles?</li> <li>● How do writers stay authentic to the topic and the information gathered?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Writers efficiently gather information from multiple sources and utilize the writing process to effectively communicate their topic.</li> <li>● Writers present only factual information, making sure to eliminate opinions or bias from the article.</li> </ul>

**Unit Learning Targets/Objectives:**

- Identify components and structures that make up an informational article
- Generate ideas in order to collect and gather information
- Research an article's topic, gathering information and evidence from multiple sources
- Write an article based on the information gathered
- Revise articles by adding text and graphic features
- Publish articles through a digital media source

**Evidence of Learning**

**Formative Assessments:**

- conferences with writers
- examining student notebook entries and drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self assessment

**Summative/Benchmark Assessment(s):**

- final writing pieces

**Alternate Assessments:**

- Flip Grid
- Self Assessment
- We Video
- Peer Assessment

**Modifications:**

- Special Education/504 Students
  - Allow errors



<ul style="list-style-type: none"> <li>○ Rephrase questions, directions, and explanations</li> <li>○ Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>○ Accept participation at any level, even one word</li> <li>○ Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> <ul style="list-style-type: none"> <li>● English Language Learners             <ul style="list-style-type: none"> <li>○ Assign a buddy, same language or English speaking</li> <li>○ Allow errors in speaking</li> <li>○ Rephrase questions, directions, and explanations</li> <li>○ Allow extended time to answer questions</li> <li>○ Accept participation at any level, even one word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● At-Risk Students             <ul style="list-style-type: none"> <li>○ Provide extended time to complete tasks</li> <li>○ Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>○ Consult with classroom teacher(s) for specific behavior interventions</li> <li>○ Provide rewards as necessary</li> </ul> </li> <li>● Gifted and Talented Students             <ul style="list-style-type: none"> <li>○ Provide extension activities</li> <li>○ Build on students' intrinsic motivations</li> <li>○ Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul>
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**Lesson Plans**

<b>Goals</b>	<b>Suggested Teaching Points</b>	<b>Teaching Ideas, Notes, Materials, Resources</b>
<p>Identify article components and structures using journalistic terms</p>	<ul style="list-style-type: none"> <li>● Writers look closely at the written and aesthetic content of mentor texts, identifying, discussing, and comparing observations.</li> <li>● Writers learn about journalistic terms, text and graphic features, structures, and qualities of articles:             <ul style="list-style-type: none"> <li>○ Headline</li> <li>○ Byline</li> <li>○ Audience</li> <li>○ Main Idea/Supporting Details (Facts)</li> </ul> </li> </ul>	<p><b>Pre-assessment:</b> Use one class period to assess writers' prior knowledge of article writing. Students can either be presented with a topic or choose a topic to write an article about.</p> <p><b>Immersion Week:</b></p> <ul style="list-style-type: none"> <li>- Students are immersed in the genre by looking at various informational articles</li> <li>- Create a chart of text and graphic features that were shown throughout the articles and discuss the purpose of each. <i>Why might an author choose to include this text or graphic feature to enhance the article?</i></li> </ul>

- Tone (Angle; Bias; Active Voice)
- Images/Captions
- Who?, What?, Where?, When?, Why?, & How? (5WH Questions)
- “The Lead” - First paragraph between 15-20 words that answers the 5WH questions
- Short sentences
- Quotes
- Writers demonstrate and apply knowledge of journalistic components by specifically identifying them in the mentor texts.

<b>Text and Graphic Features</b>	
Text/Graphic Features	Purpose (How does it help the reader?)
Title	
Headings	
Photographs	
Captions	
Pronunciation	
Glossary	
Diagrams	
Maps	
Bold, Highlighted, and Italic Print	

*\*This chart can be created over several days and across more than one informational text.*

**Holocaust Mandate**

		<ul style="list-style-type: none"> <li>● Using the knowledge students gained from the read aloud <i>Number of the Stars</i>, they will explore and analyze several articles related to the Holocaust. Teachers can refer back to mentor texts when teaching or modeling these developing strategies. Some possible mentor texts include:             <ul style="list-style-type: none"> <li>○ <i>Scholastic News</i></li> <li>○ <i>NEWSELA</i> (newsela.com)</li> <li>○ Collections of local newspapers (digital or print)</li> </ul> </li> </ul>
<p>Generate ideas as to what the article is about</p>	<ul style="list-style-type: none"> <li>● Writers discuss ways in which a writer may gather and organize information to write an article:             <ul style="list-style-type: none"> <li>○ Gather information                 <ul style="list-style-type: none"> <li>■ Various credible primary and secondary sources (ie. Internet, television, other articles, interviews, etc.)</li> </ul> </li> <li>○ Organize information                 <ul style="list-style-type: none"> <li>■ Graphic organizers</li> <li>■ Outline</li> <li>■ Digital logs of interviews</li> <li>■ Post-its annotations</li> </ul> </li> </ul> </li> <li>● Writers discuss topics that inspire and support strong article writing, such as:             <ul style="list-style-type: none"> <li>○ Real-life events/happenings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Model how to research a specific topic using appropriate safe databases:             <ul style="list-style-type: none"> <li>➤ <a href="http://ars.sirs.com/discoverer.html">http://ars.sirs.com/discoverer.html</a> <ul style="list-style-type: none"> <li>○ User Id/Login = nj2589 &amp; Password = 07432</li> </ul> </li> <li>➤ <a href="http://search.ebscohost.com/">http://search.ebscohost.com/</a> <ul style="list-style-type: none"> <li>○ User Id/Login = s8692980 &amp; Password = password</li> </ul> </li> <li>➤ <a href="http://www.worldbookonline.com/wb/Login?ed=wb&amp;subacct=E9615">http://www.worldbookonline.com/wb/Login?ed=wb&amp;subacct=E9615</a> <ul style="list-style-type: none"> <li>○ User Id/Login = hilibrary &amp; Password = 07432</li> </ul> </li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Heart of the article (the significance of it; <i>Why is it so important for others to read?</i>)</li> <li>● Writers choose at least 2-3 real-life topics they are either passionate about or want to learn more about.</li> </ul>	
<p>Research the article's topic, gathering information and evidence from sources, such as interviews, texts, and videos</p>	<ul style="list-style-type: none"> <li>● Writers explore and research their topics using appropriate, authentic, and credible primary and secondary sources, such as databases.</li> <li>● Writers use their research to collect information on their topics.</li> <li>● Writers organize collected information in a format of their choice.</li> <li>● Writers choose the topic in which they are invested in reporting about for their final article.</li> <li>● Writers complete further research to enhance and build their topic, ensuring they have the <i>who, what, where, when, why, and how</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to sample informational articles from immersion week as needed</li> <li>● Some options for safe databases:             <ul style="list-style-type: none"> <li>○ <a href="http://ars.sirs.com/discoverer.html">http://ars.sirs.com/discoverer.html</a> <ul style="list-style-type: none"> <li>■ User Id/Login = nj2589 &amp; Password = 07432</li> </ul> </li> <li>○ <a href="http://search.ebscohost.com/">http://search.ebscohost.com/</a> <ul style="list-style-type: none"> <li>■ User Id/Login = s8692980 &amp; Password = password</li> </ul> </li> <li>○ <a href="http://www.worldbookonline.com/wb/Login?ed=wb&amp;subacct=E9615">http://www.worldbookonline.com/wb/Login?ed=wb&amp;subacct=E9615</a> <ul style="list-style-type: none"> <li>■ User Id/Login = hilibrary &amp; Password = 07432</li> </ul> </li> </ul> </li> </ul>
<p>Write articles based on evidence collected from sources</p>	<ul style="list-style-type: none"> <li>● Writers draft their article to fully explain their topic.</li> <li>● Writers share their drafts with teachers and/or peers and receive feedback.</li> <li>● Writers develop and enhance their writing using the feedback that was provided.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and model how to take their organized information and use it to write productively. For example:             <ul style="list-style-type: none"> <li>○ Choosing the most inspiring, interesting, appealing, or factual quotes to incorporate</li> <li>○ Beginning the selection with the <i>who, what, where, when, why, and how</i> ("The Lead" of the article)</li> <li>○ Choosing facts, examples, and anecdotes that are most unique, unknown, surprising/shocking, or emphasize the heart of the</li> </ul> </li> </ul>

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		<p>story</p> <ul style="list-style-type: none"> <li>● When drafts are completed, have students use a rubric or color-coding checklist to review their own work and/or a peer's work, ensuring they have answered and expanded upon the 5WH questions, and have met some structural requirements, such as paragraph/sentence formatting.</li> <li>● Continually refer back to mentor texts or teacher self-created examples and have students share their work as needed.</li> </ul>
<p>Revise articles by adding text features, such as headlines, bylines, pictures, and captions</p>	<ul style="list-style-type: none"> <li>● Writers choose and apply some text and graphic features that would enhance or expand on their topic while also organizing the information:             <ul style="list-style-type: none"> <li>○ Headings</li> <li>○ Special Print</li> <li>○ Photographs/Captions</li> <li>○ Quotes</li> <li>○ Pronunciation</li> </ul> </li> <li>● Writers share their drafts with teachers and/or peers and receive feedback.</li> <li>● Writers develop/enhance their articles by synthesizing their self-observations and teacher/peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to continually compare their articles to either the articles discussed during immersion week or their peer's articles to see if they can enhance their work further.</li> </ul>
<p>Publish articles through a digital median of choice</p>	<ul style="list-style-type: none"> <li>● Writers choose a method for publishing their articles.</li> <li>● Writers either choose a template or create their own layout for their article:</li> </ul>	<ul style="list-style-type: none"> <li>● Publishing Ideas:             <ul style="list-style-type: none"> <li>○ Google Drawing</li> <li>○ Microsoft Publisher (Templates)</li> <li>○ Google Docs</li> <li>○ <a href="http://www.readwritethink.org/classroom-resources/student-">http://www.readwritethink.org/classroom-resources/student-</a></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ Focus on visual appeal and organization.</li><li>● Writers share their publishing with teachers and/or peers and receive feedback.</li><li>● Writers develop/enhance their articles by synthesizing the self-observations and teacher/peer feedback received.</li><li>● Writers finally print their articles.</li></ul>	<p><a href="#"><u>interactives/printing-press-30036.html</u></a></p> <ul style="list-style-type: none"><li>● Continually refer back to mentor texts or have students share their work as needed.</li><li>● Possibly bind all of the articles together and create a class newspaper. Share the work with others in the school community (ie. school newspaper, post on teacher webpage, display at Open House, etc.).</li></ul>
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**Unit 4 Overview**

**Content Area:** ELA - Writing

**Unit Title:** Literary Essay (Argumentative)

**Grade Level:** 4

**Unit Summary:** In this unit, writers will explore the elements and structures of opinion writing through developing a literary essay. The unit activities and products are designed to have writers take their own observations of a story’s fictional elements and then build a solid argument using evidence from the story. This will help writers think more critically, accessing inferences that reveal bigger truths about the stories they read. In addition, as they organize their multiple-paragraph argument based on their claim/thesis, it naturally lends itself to higher-level skills such as analysis and synthesis. Finally, writers will learn common and significant writing terminology that is the basis for strong argumentative writing, such as claim/thesis, introduction, and conclusion.

**Learning Targets**

**NJ Learning Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
NJSLSA.RL.4.2	Determine the key details to identify theme in a story, drama, or poem and summarize the text.
NJSLSA.RL.4.1	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.
NJSLSA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
NJSLSA.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
NJSLSA.W.4.1.b	Provide reasons that are supported by facts and details.
NJSLSA.W.4.1.c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).
NJSLSA.W.4.1.d	Provide a concluding statement or section related to the opinion presented
NJSLSA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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NJSLSA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.
NJSLSA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLSA.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
NJSLSA.L.4.3.a	Choose words and phrases to convey ideas precisely.
NJSLSA.L.4.1.f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.
NJSLSA.L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
NJSLSA.L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
NJSLSA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
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.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim
<b>Interdisciplinary Connection</b>	
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
<b>Cross-cultural Statements/Mandates</b> ( <i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i> )	
<p><b>Acceptance/Inclusion</b>  <i>Sparkle Boy</i> by Leslea Newman is a heartwarming story about acceptance and respect and the freedom to be yourself in a world where any gender expression should be celebrated. Using this picture book, the teacher will model how to develop multiple possible claims about the characters and the themes presented by the author. Challenge students to identify the bigger truths about the mentor text such as gender norms. Then, choose a claim they feel most connected to and can support the best.</p>	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How does writing about reading help us explore and expand our thinking about characters and theme in literature?</li> <li>● How do writers use the writing process to craft a literary essay?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Writers write about their reading in meaningful ways in order to explore and analyze important ideas in the story.</li> <li>● Writers use the writing process in order to meet the purpose and reach the intended audience of the essay.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Choose and develop a focus for their literary essay</li> <li>● Utilize graphic organizers to help them plan and organize a structure for their essay</li> <li>● Create a thesis or claim for their introduction paragraph</li> <li>● Write multiple paragraphs to support their reasoning or claim</li> <li>● Craft a closing that summarizes and extends their claim</li> <li>● Edit their essays by connecting their ideas and expand their writing</li> </ul>	

## Evidence of Learning

### **Formative Assessments:**

- conferences with writers
- examining student notebook entries and drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self assessment

### **Summative/Benchmark Assessment(s):**

- final writing pieces

### **Alternate Assessments:**

- Flip Grid

### **Modifications:**

- Special Education/504 Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
  - Provide graphic organizers to organize information
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
  - Utilize a higher order word list
  - Utilize a wider range of transition words

Lesson Plans

Goals	Suggested Teaching Points	Teaching Ideas, Notes, Materials, Resources
<p>Writers decide if their essay is going to prove a theme/ bigger truth about life or if it will focus on a character’s development over time</p>	<ul style="list-style-type: none"> <li>● Writers revisit the story and begin searching for prominent moments that glaringly reveal lessons and/or character development. To identify the moments, students may annotate the story by:               <ul style="list-style-type: none"> <li>○ Using post-its</li> <li>○ Self-creating a graphic organizer</li> <li>○ Highlighting/underlining</li> </ul> </li> <li>● Based on their annotations, writers develop their focus. (character or theme)</li> </ul>	<p>Possible phrasing:  <i>“One thing that is really important when writing a literary essay is coming up with a strong and clear claim about a theme or a character that reflects the <b>importance</b> of the story. Today I thought we could explore how these few writers develop a thesis that is the most important takeaway of a story.”</i></p> <p><i>We do this work by asking: “Does this text lend itself to a particular character development... or does the author want me to learn an important lesson?”</i></p> <p>Videos on theme:  <a href="https://www.flocabulary.com/unit/theme/">https://www.flocabulary.com/unit/theme/</a>   <a href="https://learnzillion.com/lesson_plans/8947-determine-the-theme-of-a-story">https://learnzillion.com/lesson_plans/8947-determine-the-theme-of-a-story</a></p>
<p>Writers plan their writing through organizing its structure in a format of their choice</p>	<ul style="list-style-type: none"> <li>● Writers identify reasons that support the stated claim.</li> <li>● Writers revisit annotations and create their own plan that includes:               <ul style="list-style-type: none"> <li>○ INTRODUCTION -                   <ul style="list-style-type: none"> <li>■ The book’s title and author’s name</li> <li>■ A brief summary that reflects or centers around their focus</li> <li>■ The thesis/claim</li> </ul> </li> <li>○ BODY -                   <ul style="list-style-type: none"> <li>■ Organizes the reasons that support the claim in a manner appropriate to the essay (ie. chronological, order of importance, etc.)</li> </ul> </li> </ul> </li> </ul>	<p>Types of self-created graphic organizers:</p> <ul style="list-style-type: none"> <li>○ Box and bullets</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Claim</b></p> <ul style="list-style-type: none"> <li>● Reason #1</li> <li>● Reason #2</li> <li>● Reason #3</li> </ul> </div> <ul style="list-style-type: none"> <li>○ Web</li> <li>○ Chart/table</li> <li>○ Tree chart</li> </ul> <p>Create an anchor chart showing the different ways to organize an essay.</p> <p><b>ACCEPTANCE/INCLUSION MANDATE</b>            Use the book <i>Sparkle Boy</i> by Leslea Newman as a mentor text. Make observations</p>

	<ul style="list-style-type: none"> <li>■ Identifies sub-points for each (ie. evidence - quotes, summaries; examples; etc.)</li> <li>○ Any other essay points of preference</li> </ul>	<p>about the main character, Casey, and the supporting characters' interactions and reactions to him. Include the message of challenging gender norms. Model development of multiple claims and extraction of evidence.</p> <p><a href="https://valenciacollege.edu/wp/cssc/documents/OrganizationalPatternsInAcademicWriting.pdf">https://valenciacollege.edu/wp/cssc/documents/OrganizationalPatternsInAcademicWriting.pdf</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/composition/organization.htm">http://grammar.ccc.commnet.edu/grammar/composition/organization.htm</a></p> <p><a href="http://www.write.com/writing-guides/assignment-writing/preparation/patterns-of-organization-for-essay-assignments/">http://www.write.com/writing-guides/assignment-writing/preparation/patterns-of-organization-for-essay-assignments/</a></p> <table border="1" data-bbox="1037 609 2011 1015"> <thead> <tr> <th colspan="2" style="text-align: center;"><b><u>Essay Organization</u></b></th> </tr> <tr> <th style="text-align: center;"><i>Organizational Pattern</i></th> <th style="text-align: center;"><i>Purpose</i></th> </tr> </thead> <tbody> <tr> <td>Chronological</td> <td>Describes the sequence in which events occur in time.</td> </tr> <tr> <td>Order of importance</td> <td>Describes ideas in order of priority or preference.</td> </tr> <tr> <td>Classification</td> <td>Divides a topic into parts based on shared characteristics</td> </tr> </tbody> </table>	<b><u>Essay Organization</u></b>		<i>Organizational Pattern</i>	<i>Purpose</i>	Chronological	Describes the sequence in which events occur in time.	Order of importance	Describes ideas in order of priority or preference.	Classification	Divides a topic into parts based on shared characteristics
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Classification	Divides a topic into parts based on shared characteristics											
<p>Writers develop a clear thesis or claim for their literary essays by writing an opening/introduction that sets the reader up</p>	<ul style="list-style-type: none"> <li>● Writers use annotations and graphic organizers to develop their essay's introduction.</li> <li>● Writers revisit the essay's introduction and determine their focus/lens (purpose).</li> <li>● Writers make the purpose of their essay clear by constructing a thesis statement that incorporates the claim and supporting reasons.</li> <li>● Based on the focus/lens, writers develop multiple, potential hooks to set the reader</li> </ul>	<p>Videos on Claim: <a href="https://www.flocabulary.com/unit/thesis/lyric-notes/">https://www.flocabulary.com/unit/thesis/lyric-notes/</a></p> <ul style="list-style-type: none"> <li>● Conduct student/teacher conferences</li> <li>● Anchor Chart of Hooks:</li> </ul> <table border="1" data-bbox="1020 1209 1980 1404"> <thead> <tr> <th style="text-align: center;">Hook/Lead</th> <th style="text-align: center;">What It Is &amp; Example</th> <th style="text-align: center;">Post-its</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Question</b></td> <td><i>a rhetorical question - meant to be thought about but not answered outrightly</i></td> <td></td> </tr> </tbody> </table>	Hook/Lead	What It Is & Example	Post-its	<b>Question</b>	<i>a rhetorical question - meant to be thought about but not answered outrightly</i>					
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<b>Question</b>	<i>a rhetorical question - meant to be thought about but not answered outrightly</i>											

	<p>up. Using a “Hooks” anchor chart, students will write their name on a post-it and place it next to the hook they are attempting.</p> <ul style="list-style-type: none"> <li>Writers choose which hook fits their focus/lens best and include it at the beginning of their introduction.</li> </ul>	<table border="1"> <tr> <td data-bbox="1016 207 1251 337"></td> <td data-bbox="1251 207 1738 337"> <p><u>Example:</u> Is forgiveness the key to a strong friendship?</p> </td> <td data-bbox="1738 207 1978 337"></td> </tr> <tr> <td data-bbox="1016 337 1251 634"> <p><b>Quote</b></p> </td> <td data-bbox="1251 337 1738 634"> <p><i>a statement/phrase that stood out to you in the text or a well-known quote</i></p> <p><u>Example:</u> Maya Angelou once said, “People will forget what you said, people will forget what you do, but people will never forget how you made them feel.”</p> </td> <td data-bbox="1738 337 1978 634"></td> </tr> <tr> <td data-bbox="1016 634 1251 932"> <p><b>“In life,...” mantra powerful statement</b></p> </td> <td data-bbox="1251 634 1738 932"> <p><i>based on prior knowledge or real-life experiences that are generally true</i></p> <p><u>Example:</u> It appears that people today are buried in technology, such as smartphones and tablets. This distracts them from everyday life.</p> </td> <td data-bbox="1738 634 1978 932"></td> </tr> <tr> <td data-bbox="1016 932 1251 1198"> <p><b>Figurative Language</b></p> </td> <td data-bbox="1251 932 1738 1198"> <p><i>an idiom, metaphor, simile, or hyperbole</i></p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>Trying to reach a dream is like climbing a mountain.</li> <li>It is said that actions speak louder than words.</li> </ul> </td> <td data-bbox="1738 932 1978 1198"></td> </tr> </table>		<p><u>Example:</u> Is forgiveness the key to a strong friendship?</p>		<p><b>Quote</b></p>	<p><i>a statement/phrase that stood out to you in the text or a well-known quote</i></p> <p><u>Example:</u> Maya Angelou once said, “People will forget what you said, people will forget what you do, but people will never forget how you made them feel.”</p>		<p><b>“In life,...” mantra powerful statement</b></p>	<p><i>based on prior knowledge or real-life experiences that are generally true</i></p> <p><u>Example:</u> It appears that people today are buried in technology, such as smartphones and tablets. This distracts them from everyday life.</p>		<p><b>Figurative Language</b></p>	<p><i>an idiom, metaphor, simile, or hyperbole</i></p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>Trying to reach a dream is like climbing a mountain.</li> <li>It is said that actions speak louder than words.</li> </ul>	
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<p>Writers develop multiple paragraphs thinking of reasons that support their thesis or claim</p>	<ul style="list-style-type: none"> <li>Writers develop a foundation for each body paragraph with a topic sentence that identifies a reason and makes a clear connection to the claim/thesis.</li> </ul>	<p><b><u>SUPPORTING POINTS FOR WRITERS WHEN WRITING THEIR BODY</u></b> (create anchor charts of the following information or provide on a reference sheet)</p> <p><b>Ways to Begin Your Literary Essay - Compositional Risks</b></p> <ul style="list-style-type: none"> <li>Begin with a powerful quote</li> </ul>												

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	<ul style="list-style-type: none"> <li>● Writers include a variety of examples from the text that clearly relate to their claim. (ie. quoted, cited, summarized, and/or paraphrased)</li> <li>● Writers elaborate on the textual evidence by explaining how the examples relate/connect back to the claim.</li> </ul>	<ul style="list-style-type: none"> <li>● Lists of items that relate to the story</li> <li>● Question</li> <li>● Hypothetical situation</li> </ul> <p><b>Ways to Begin Your Literary Essay’s Hook - Possible Phrasing</b>          “One might think that....but in this story...”          “Typically in life....but in this text...”          “In life there will be times when...”          “Imagine a life where...”          “Imagine if...”</p> <p><b>Ways we Can Set Context for our Evidence to Come</b></p> <ul style="list-style-type: none"> <li>- “Looking back at the part...”</li> <li>- “Looking more closely at the scene.”</li> <li>- “One part that is worth exploring more is when...”</li> <li>- “It is important to note....and therefore...”</li> <li>- “Near the beginning... Later on in the story...”</li> </ul> <p><b>Ways to Merge my Thinking On Literary Essay</b></p> <ul style="list-style-type: none"> <li>★ Perhaps it could be...</li> <li>★ That is most likely why...</li> <li>★ From these text clues it can concluded that...</li> <li>★ This specific evidence suggests that...</li> <li>★ This clearly shows...</li> <li>★ It seems that in this moment...</li> <li>★ Typically____, but in this story_____</li> <li>★ This evidence clearly indicates that...</li> <li>★ It is clear that the author included this part to help readers realize that...</li> <li>★ This text clearly shows that...</li> <li>★ Perhaps the reason for this is...</li> <li>★ The reason for this is...</li> </ul>
<p>Writers craft a closing that summarizes and extends their claim</p>	<ul style="list-style-type: none"> <li>● Writers restate their thesis/claim and supporting reasons.</li> <li>● Writers summarize/highlight key points related to their claim and focus/lens.</li> </ul>	<p><b><u>SUPPORTING POINTS FOR WRITERS WHEN WRITING THEIR CONCLUSION</u></b>          (*Create anchor charts of the following information or provide in a reference sheet)</p>

	<ul style="list-style-type: none"> <li>Writers extend the claim by connecting it to a universal idea (the “bigger picture”) so that readers are left with something to consider/ think about.</li> </ul>	<p><b>Ways to End Your Essay</b></p> <ul style="list-style-type: none"> <li>★ Begin with an appropriate transition for a conclusion (ie. “In conclusion,” “In summary,” “It is clear that,” “All in all,” etc.)</li> <li>★ Restate/reword the thesis in a different way (“Twisted Thesis”). Example:             <ul style="list-style-type: none"> <li>○ Thesis in introduction: “It is clear (<u>character name</u>) is both (<u>character trait #1</u>) and (<u>character trait #2</u>).”</li> <li>○ Twisted Thesis in conclusion: “In summary, (<u>character trait #1</u>) and (<u>character trait #2</u>) both describe (<u>character name</u>) perfectly.”</li> </ul> </li> <li>★ Always keep your focus/lens in mind and choose/build the conclusion’s ideas around it</li> <li>★ Consider creating a “Wrap Around” to remind readers of your essay’s beginning (Wrap Around - a statement that specifically refers back to the writing’s hook). Example:             <ul style="list-style-type: none"> <li>○ Hook: “In the struggle of Good vs. Evil, good often wins. However, what would happen if Evil won out?”</li> <li>○ Wrap Around: “It appears that when Evil prevails, good people lose out in many ways.”</li> </ul> </li> </ul>						
<p>Writers edit essays by connecting their ideas and expand their writing</p>	<ul style="list-style-type: none"> <li>Writers look throughout their essay to determine where they should use transitional words to “bridge” their ideas between paragraphs:             <ul style="list-style-type: none"> <li>○ Create a list/chart of transitional words that could be used in the body paragraphs and closing</li> </ul> </li> <li>Writers share their drafts with teachers and/or peers and receive feedback.</li> <li>Writers develop/enhance their essays by synthesizing the self-observations while color coding and teacher/peer feedback received.             <ul style="list-style-type: none"> <li>○ Writers can color code each key element in their essay in a different color to visually see what</li> </ul> </li> </ul>	<p><a href="https://www.flocabulary.com/unit/transitions/lyric-notes/">https://www.flocabulary.com/unit/transitions/lyric-notes/</a></p> <p>Create a list/chart of transitional words:</p> <table border="1" data-bbox="1108 1003 1749 1385"> <thead> <tr> <th colspan="2"><b>Possible transitional words or phrases</b></th> </tr> <tr> <th><b>Body</b></th> <th><b>Closing</b></th> </tr> </thead> <tbody> <tr> <td>Secondly, In the same manner, Similarly, In addition to.. Next, Finally,</td> <td>In conclusion.. To conclude... Consequently, Therefore, All in all, In the end,</td> </tr> </tbody> </table>	<b>Possible transitional words or phrases</b>		<b>Body</b>	<b>Closing</b>	Secondly, In the same manner, Similarly, In addition to.. Next, Finally,	In conclusion.. To conclude... Consequently, Therefore, All in all, In the end,
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Secondly, In the same manner, Similarly, In addition to.. Next, Finally,	In conclusion.. To conclude... Consequently, Therefore, All in all, In the end,							

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	<p>they are either missing or can expand further on:</p> <ul style="list-style-type: none"><li>● Hook</li><li>● Introduction (brief introduction of text)</li><li>● Claim/thesis</li><li>● Evidence cited from the text</li><li>● Elaboration or explanation of the evidence</li><li>● Closing (summarizing thoughts)<ul style="list-style-type: none"><li>○ Restate/ Reword claim (“Twisted Thesis”, “Crooked Claim”)</li><li>○ Universal Idea (Real World connection)</li></ul></li></ul>	<table border="1"><tr><td data-bbox="1110 207 1415 305">Lastly,</td><td data-bbox="1415 207 1747 305">To reiterate, It is clear that...</td></tr></table>	Lastly,	To reiterate, It is clear that...
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### Unit 5 Overview

**Content Area:** ELA - Writing

**Unit Title:** Perspective Short Stories (fiction)

**Grade Level:** 4

**Unit Summary:** In this unit, writers will explore the elements and structures of perspective writing through the genre of fiction. It will help them think beyond the story in front of them, expanding their minds and seeing the story through a new lens. As a result, they will learn to “put themselves in someone else’s shoes.” This can help in their understanding of developing empathy for other’s perspectives, even if they are ones unlike theirs - an integral part of primary students’ character and social development.

### Learning Targets

**NJ Learning Standards** (Content and Technology)

CPI#:	Statement:
NJSLSA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
NJSLSA.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
NJSLSA.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
NJSLSA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
NJSLSA.W.4.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
NJSLSA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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NJSLSA.L.4.1.b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.
NJSLSA.L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar by not identical meanings (synonyms).
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
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.
<b>Interdisciplinary Connection</b>	
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
<p><b>SEL: Social Awareness</b>          Teachers will address the importance of thinking about how characters may feel, think, and act in a given situation when presented with a conflict. Understanding others allows us to react differently and come to a place of mutual respect and kindness. Using mentor texts listed below, topics such as stamina, regulating emotions, and dealing with bullying will be addressed.</p>	

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"><li>• How do writers envision a character’s perspective that is not significantly present in a story?</li><li>• How might seeing the story through a different character lens help us to apply this skill to our own lives?</li></ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Writers must identify character traits, expressions in pictures, and interaction with other characters within the text, in order to develop the perspective of another character.</li><li>• Writers will understand the intricacy of human perspective and empathy for others.</li></ul>
<p><b>Unit Learning Targets/Objectives:</b> <i>Students will...</i></p> <ul style="list-style-type: none"><li>• Plan the major elements of their perspective storylines</li><li>• Create a plan and draft their two different perspectives</li><li>• Revise their stories by utilizing writing resources (ie. checklist, anchor charts, etc.)</li><li>• Edit and publish the final drafts of their perspective stories</li></ul>	
<b>Evidence of Learning</b>	
<p><b>Formative Assessments:</b> -conferences with writers -examining student notebook entries and drafts -review of student checklists, graphic organizers, etc. -participation -observations -peer and self assessment</p> <p><b>Summative/Benchmark Assessment(s):</b> -Final writing pieces</p> <p><b>Alternate Assessments:</b> Create online book/read book to younger students- We Video -Peer Assessment</p>	
<p><b>Modifications:</b></p>	

- Special Education/504 Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Goals	Suggested Teaching Points	Teaching Ideas, Notes, Materials, Resources								
<ul style="list-style-type: none"> <li>● Plan characters (ie. protagonists and antagonists) and the two different perspectives on an event</li> </ul>	<ul style="list-style-type: none"> <li>● Writers look closely at the qualities and elements of a story noticing what mentor authors do.</li> <li>● Writers develop multiple ideas for their stories using a different point of view:                             <ul style="list-style-type: none"> <li>○ How do we envision another character's perspective?                                     <ul style="list-style-type: none"> <li>■ Identify character traits, expressions in pictures, and ways of interaction with other characters within the text.</li> </ul> </li> </ul> </li> </ul>	<p>Immersion Week:</p> <ul style="list-style-type: none"> <li>- Students are immersed in the genre by looking at a series of short stories and discussing how authors share the perspective of different characters.</li> <li>- Why would it be interesting to tell a story through different perspectives? What does it bring the reader?</li> <li>- Create an anchor chart titled: "Different Ways Authors Share Perspectives"</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td colspan="4"><b>Different Ways Authors Share Perspectives</b></td> </tr> <tr> <td>Feelings</td> <td>Internal Dialogue</td> <td>External</td> <td>Actions</td> </tr> </table>	<b>Different Ways Authors Share Perspectives</b>				Feelings	Internal Dialogue	External	Actions
<b>Different Ways Authors Share Perspectives</b>										
Feelings	Internal Dialogue	External	Actions							

- How would the story be different if it was told in a different point of view?
  - Discuss the possible views of one character and compare it to the views of another
  - Discuss how story elements are altered based on the different perspective (ie. dialogue, thoughts, actions, mood, theme or moral)
- Writers plan multiple perspectives from a given story.
- Writers look closely at possible perspectives and circle or star one that speaks to them. *“We choose a story that can be meaningful and one we want to share with others and we begin writing our drafts in our notebooks.”*
- Writers have different ways in developing who the characters are as people:
  - Through action, thought, dialogue, and feelings writers can develop their characters intentionally
  - Adapt moments that allow the reader to understand the emotions/feelings of the characters
- Writers use major moments of the plot, but alter how the character thinks, reacts, and feels about the scenario:
  - Change pronouns accurately to reflect the new perspective

	(Thoughts)	Dialogue	

This chart can be created over several days and across more than one picture book.

- Refer back to mentor texts when teaching or modeling these developing strategies.

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**SEL MENTOR TEXTS**

- Some possible mentor texts include:
  - *The Day the Crayons Quit* by Drew Daywalt
  - *Hey Little Ant* by Phillip M. Hoose
  - *First Day Jitters* by Julie Danneberg
- Recommended texts for perspective rewrites:
  - any fairytale
  - *Chrysanthemum* by Kevin Henkes
  
  - *I’m Here* by Peter Reynolds
  - *Every Little Thing* by Cynthia Rylant (specifically the short story “Papa’s Parrot”)

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<p>Writers choose and develop a plan for drafting two different perspectives that address the development of a problem</p>	<ul style="list-style-type: none"> <li>● Writers collect entries and create multiple drafts of their stories:             <ul style="list-style-type: none"> <li>○ Reread entries and decide on one perspective story that they plan on publishing digitally</li> </ul> </li> </ul>	<p>Process: Choosing and Making a Plan</p> <ul style="list-style-type: none"> <li>● Use your own writing from previous years to model these strategies for students or have students examples to show and display.</li> <li>● While preparing for their drafts, encourage students to choose a character perspective with a strong story to tell.</li> </ul>
<p>Writers revisit and revise their stories by adding descriptions that will help readers comprehend, visualize, and connect/ empathize with the characters</p>	<ul style="list-style-type: none"> <li>● Writers revise (re-vision) a significant event or moment in their story to enhance the character’s perspective.</li> <li>● Writers make entries stronger by using available resources.             <ul style="list-style-type: none"> <li>○ Teacher conference, writing partnerships, writing checklists, anchor charts, reference sheets:                 <ul style="list-style-type: none"> <li>❑ Character development (ie. personality, thoughts, actions, reactions)</li> <li>❑ Descriptive nouns, verbs, adjectives, and adverbs</li> <li>❑ Dialogue formatting and tag variation</li> <li>❑ Tone of voice to convey specific moods and characters’ perspectives</li> <li>❑ Theme/Moral</li> </ul> </li> </ul> </li> </ul>	<p>Process: Revision</p> <ul style="list-style-type: none"> <li>● Consider accessing sources, such as books, short videos, and interviews, where well-known authors discuss their own personal experiences with the writing process.</li> </ul>
<p>Writers engage in the editing and</p>	<ul style="list-style-type: none"> <li>● Writers edit their stories:             <ul style="list-style-type: none"> <li>○ Spelling, Grammar,</li> </ul> </li> </ul>	<p>Process: Editing and Publishing</p> <ul style="list-style-type: none"> <li>● Use a “Text-to-Speech” extension to help students listen to their stories</li> </ul>

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<p>publishing processes and choose their own diverse formats to share their story</p>	<p>Punctuation</p> <ul style="list-style-type: none"><li>○ Word Choice</li><li>● Writers type the perspective they have chosen to publish.</li></ul>	<p>and make corrections</p> <ul style="list-style-type: none"><li>● Utilize tools available in digital formats, such as spell check or grammar check</li></ul>
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### Unit 6 Overview

**Content Area:** ELA - Writing

**Unit Title:** Advertisements (Persuasive Writing)

**Grade Level:** 4

**Unit Summary:** In this unit, writers will explore the elements and structures of persuasive/opinion writing. The unit activities are designed to have writers generate a claim and a technique to successfully advertise a product. Writers will analyze persuasive techniques to have their claim and vision come to life. In addition, this unit will support the writer's motivation, for not only are the advertisement products self-chosen, but advertisements are also relevant to the writers' everyday lives. Finally, persuasive writing in this form will also help writers to understand the implications of real world advertisements and the impact they have on their audience.

### Learning Targets

**NJ Learning Standards** (Content and Technology)

CPI#:	Statement:
NJSLSA.RI.4.7	Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.
NJSLSA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
NJSLSA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
NJSLSA.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
NJSLSA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
NJSLSA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
NJSLSA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



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NJSLSA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.
NJSLSA.W.4.8	Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.
NJSLSA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLSA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
NJSLSA.L.4.3.A	Choose words and phrases to convey ideas precisely.
NJSLSA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points
NJSLSA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
NJSLSA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.2.5.CAP.8	Identify risks that individuals and households face.
9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

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9.4.5.DC.1	Explain the need for and use of copyrights.
<b>Technology Literacy (standard 8 or 9.4.(TL))</b>	
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.
<b>Interdisciplinary Connection</b>	
1.2.5.Cr2c	Brainstorm goals and plans for a media art audience.
1.2.5.Cr3c	Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
<p><b>SEL: Positive Communication</b>            Teacher will discuss having assertiveness and advocating for ourselves with honesty, confidence, and respect in order to persuade others to actively listen to our thoughts and ideas.</p>	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do writers successfully construct attention-getting advertisements?</li> <li>● How do we respond critically to the content and form of advertisements?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Writers use aesthetic elements and persuasive techniques to capture, engage, and influence their audience.</li> <li>● Writers use knowledge of the aesthetic and persuasive techniques to understand the lens of the writer and respond in an informed way.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>            SWBAT:</p> <ul style="list-style-type: none"> <li>● Identify the effective components of advertisements and how they are presented</li> <li>● Generate product ideas and conduct research to determine any previous existence</li> <li>● Formulate a claim and evidence that supports their product</li> <li>● Plan a technique that will be utilized to create a successful advertisement that supports their claim</li> </ul>	

- Draft the layout of their advertisement
- Revise by enhancing advertisement components based on the message they are trying to convey
- Publish or present advertisements through a median of choice

### Evidence of Learning

#### **Formative Assessments:**

- conferences with writers
- examining student notebook entries and drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self assessment

#### **Summative/Benchmark Assessment(s):**

- final project

#### **Alternate Assessments:**

- Flip Grid
- Self Assessment
- Oral assessment
- Class Presentation
- We Video
- Peer Assessment

#### **Modifications:**

- Special Education/504 Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
  - Utilize graphic organizer
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary

- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
  - Supply vocabulary list

- Gifted and Talented Students
  - Provide extension activities
  - Build on students’ intrinsic motivations
  - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement
  - Increase expectations and tasks

**Lesson Plans**

Goals	Suggested Teaching Points	Teaching Ideas, Notes, Materials, Resources						
Identify key components of advertisements and the ways in which they are presented	<ul style="list-style-type: none"> <li>● Writers look closely at the content and language of mentor texts which make the pieces persuasive.</li> <li>● Writers look closely at the written and aesthetic elements of various persuasive advertisements, discuss those elements, and identify the persuasive techniques, such as:                             <ul style="list-style-type: none"> <li>○ repetition</li> <li>○ slogan</li> <li>○ celebrity endorsement</li> <li>○ bandwagon appeal</li> <li>○ emotional appeal</li> <li>○ visual appeal</li> <li>○ association</li> <li>○ promotion</li> <li>○ claims</li> </ul> </li> <li>● Writers connect observations of advertisements with specific advertisement techniques.</li> </ul>	Immersion Week: <ul style="list-style-type: none"> <li>- Students are immersed in the genre by looking at a series of short stories and appropriate advertisements. Then they can discuss how authors share their personal opinions.</li> </ul> <p><b>SEL: Positive Communication discussion</b></p> <ul style="list-style-type: none"> <li>- What is persuasion?</li> <li>- What does it mean to be assertive?</li> <li>- Create an anchor chart titled: “Powerful Persuasive Language” to show how word choice can make a significant difference.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto; width: 80%;"> <tr> <td colspan="2" style="text-align: center;"><b>Powerful Persuasive Language</b></td> </tr> <tr> <td style="text-align: center;">Words to Strengthen Views</td> <td style="text-align: center;">Words to Avoid</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	<b>Powerful Persuasive Language</b>		Words to Strengthen Views	Words to Avoid		
<b>Powerful Persuasive Language</b>								
Words to Strengthen Views	Words to Avoid							

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	<ul style="list-style-type: none"> <li>Writers synthesize observations, establishing connections between all texts and drawing conclusions about persuasive pieces.</li> </ul>	<p>This chart can be created over several days and across more than one picture book.</p> <ul style="list-style-type: none"> <li>Refer back to mentor texts when teaching or modeling these developing strategies. Some possible mentor texts include:             <ul style="list-style-type: none"> <li><i>I Wanna Iguana</i> by Karen Kaufman Orloff</li> <li><i>One Grain of Rice</i> by Demi and Demi</li> <li><i>Somewhere Today</i> by Bert Kitchen (persuasive lead)</li> <li><i>I Miss Franklin P. Shuckles</i> by Ulana Snihura</li> <li><i>I Know It's Autumn</i> by Eileen Spinelli</li> <li><i>The Seashore Book</i> by Charlotte Zolotow</li> <li><i>Wildfires</i> by Seymore Simon</li> <li><i>So You Want to be President</i> by Judith St. George</li> <li><i>The Salamander Room</i> by Anne Mazer</li> </ul> </li> <li><b>Additional Resources:</b> <ul style="list-style-type: none"> <li><a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/pictures-and-slogans-persuade-audience/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/pictures-and-slogans-persuade-audience/</a></li> <li><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4</a></li> <li><a href="https://www.youtube.com/watch?v=azttKmTOrVc">https://www.youtube.com/watch?v=azttKmTOrVc</a></li> <li><a href="http://www.scholastic.com/admongo/">http://www.scholastic.com/admongo/</a></li> <li><a href="http://www.scholastic.com/admongo/adlibrary.htm">http://www.scholastic.com/admongo/adlibrary.htm</a></li> <li><a href="http://www.scholastic.com/admongo/familyinfo.htm">http://www.scholastic.com/admongo/familyinfo.htm</a></li> </ul> </li> </ul>
<p>Generate ideas of subjects and formats for advertisements</p>	<ul style="list-style-type: none"> <li>Writers choose at least 2-3 generic products they might be interested in advertising and ideas for modifying and transforming them in a unique way. (For example: A remote that can shrink backpacks or a shoe spray that</li> </ul>	<ul style="list-style-type: none"> <li>Model how to research a generic product in order to generate unique ideas</li> <li>Create a list of unique ideas that could be possible</li> <li>Using the website provided, use keywords to research previously created patents:             <ul style="list-style-type: none"> <li><a href="http://appft.uspto.gov/netahtml/PTO/search-bool.html">http://appft.uspto.gov/netahtml/PTO/search-bool.html</a></li> </ul> </li> </ul>

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	<p>can turn your old shoes back to its original new state.)</p> <ul style="list-style-type: none"> <li>● Writers research their generic products and products associated with them.</li> <li>● Writers use their research to build, enhance, and alter their products more, ensuring their uniqueness. <ul style="list-style-type: none"> <li>○ <i>Was a patent already created for your product?</i></li> </ul> </li> <li>● Writers choose the product they are invested in advertising.</li> </ul>	
<p>Formulate a claim and evidence that supports their “product”</p>	<ul style="list-style-type: none"> <li>● Writers generate some claims for their products and evaluate their effectiveness through independent reflection and teacher/peer support.</li> <li>● Writers choose a solid claim to use as the foundation for their persuasive advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer back to the chart (<i>Powerful Persuasive Words</i>) that was created during the immersion week.</li> </ul>
<ul style="list-style-type: none"> <li>● Plan a technique that will be utilized to create a successful advertisement that supports their claim</li> </ul>	<ul style="list-style-type: none"> <li>● Writers choose and apply some persuasive advertising techniques that will help them make their claim and vision come to life. <ul style="list-style-type: none"> <li>○ Persuasive techniques, such as: <ul style="list-style-type: none"> <li>■ repetition</li> <li>■ slogan</li> <li>■ celebrity endorsement</li> <li>■ bandwagon appeal</li> <li>■ emotional appeal</li> <li>■ association</li> <li>■ promotion</li> </ul> </li> </ul> </li> <li>● Writers evaluate the effectiveness/impactfulness of the persuasive techniques chosen through</li> </ul>	<ul style="list-style-type: none"> <li>● Refer back to the chart (<i>Powerful Persuasive Words</i>) that was created during the immersion week.</li> </ul>

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	<p>both independent reflection and teacher/peer support.</p> <ul style="list-style-type: none"> <li>● Writers choose a solid technique to use for their persuasive advertisement.</li> </ul>	
<p>Draft the layout of the advertisement, considering their audience and visual appeal/goal</p>	<ul style="list-style-type: none"> <li>● Writers create and evaluate multiple drafts of their advertisements taking into account the effect of each visual tactic: <ul style="list-style-type: none"> <li>○ Color</li> <li>○ Fonts</li> <li>○ Size of Brand Name</li> <li>○ Position of Brand Name</li> <li>○ Position of Images and Graphics</li> <li>○ Enlarge Words that convey emotions</li> <li>○ Framing of Words or Images</li> <li>○ Repetition of Logo or Brand Name</li> <li>○ Use of Powerful Assertive Words</li> <li>○ Amount of text</li> </ul> </li> <li>● Writers share their drafts with teachers and/or peers and receive feedback on the effectiveness of each.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer back to the chart (<i>Powerful Persuasive Words</i>) that was created during the immersion week.</li> <li>● Display examples to show the impact of these Visual Tactics <ul style="list-style-type: none"> <li>○ Some Visual Examples can be found on this site <ul style="list-style-type: none"> <li>■ <a href="https://www.nickkolenda.com/advertising-psychology/">https://www.nickkolenda.com/advertising-psychology/</a></li> </ul> </li> </ul> </li> </ul>
<p>Revise by enhancing advertisement components based on the message they are trying to convey</p>	<ul style="list-style-type: none"> <li>● Writers choose their most impactful draft and develop/enhance it by synthesizing the self-observations and teacher/peer feedback received.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer back to the chart (<i>Powerful Persuasive Words</i>) that was created during the immersion week.</li> <li>● Have students continue to compare their advertisements to successful “real-world” advertisements or their peer’s advertisements to see if they can enhance their work any further.</li> </ul>
<p>Publish or present</p>	<ul style="list-style-type: none"> <li>● Writers choose a way of publishing</li> </ul>	<ul style="list-style-type: none"> <li>● Publishing Ideas:</li> </ul>

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<p>advertisements through a median of choice</p>	<p>their advertisements.</p> <ul style="list-style-type: none"><li>● Writers create/build a model of their product to go with their published advertisements.</li><li>● Writers share their advertisements and models with the class as if they are trying to get individuals to sponsor/fund their product. (<i>Shark Tank</i>)</li></ul>	<ul style="list-style-type: none"><li>○ Advertisements written on paper</li><li>○ Google Drawing</li><li>○ Microsoft Publishing (Templates)</li><li>○ Differentiate: Give students the choice to create a video commercial to go along with their product. This can be an additional/optional assignment, which is not required but encouraged. Video devices, creating/editing programs, and other suggestions for students for their commercials...<ul style="list-style-type: none"><li>■ Smart phones</li><li>■ Tablets</li><li>■ Laptop Webcams</li><li>■ Embedding their commercials into a PowerPoint or Google Presentation</li><li>■ Online Apps/ Software</li></ul></li></ul>
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