

**English Language Arts
Writing Curriculum
2019**

Grade 4

Montague Township School

Contents

K-8 Curriculum Map

Kindergarten Writing Curriculum

Unit Title: Building a Talking Community: Oral Language

Unit 1: Launch Writing

Unit 2: Writers are Readers

Unit 3: How-To Books

Unit 4: Persuasive Writing

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Unit 3: Writing Non-Fiction (Information)

Unit 4: Opinion Writing

Unit 5: Realistic Fiction

Unit 5: Poetry

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Unit Title: Lab Reports and Science Books

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Unit Title: Unit 5 Poetry

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Unit Title: Unit 3: Bringing History to Life

Unit Title: Unit 4: Literary Essay: Fiction Writing

Unit Title: Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales

Unit Title: Unit 6: Poetry

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Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories

Unit Title: Informational Writing - Nonfiction Picture Books

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Unit Title: Speeches - Career and Innovation Speeches

Unit Title: Fantasy

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Unit Title: Narrative Realistic Fiction - Creating Believable Characters

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Unit Title: Informational Text - Teaching Books

Unit Title: Biography - Writing about Influential People (Mixed Genre)

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Seventh Grade Writing Curriculum

Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth

Unit Title: Journalism: Uncovering the Stories of Our World

Unit Title: The Art of Argument

Unit Title: Poetry - Self Portraits

Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues

Eighth Grade Writing Curriculum

Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas

Unit Title: Argument Writing

Unit Title: Informational Writing - Historical Perspective Unit

Title: Memoir - Sharing our Story

K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June
K	Building a Talking Community	Launch Writing	Launch Writing	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Persuasive Writing	Persuasive Writing	Persuasive Writing
1	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing NonFiction	Writing NonFiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
2	Narrative Writing	Narrative Writing	Writing About Reading	Writing About Reading	Writing About Reading	Lab Reports and Science Books	Lab Reports and Science Books	Lab Reports and Science Books Poetry	Poetry	If..Then...

3	Routines	Crafting True Stories	Crafting True Stories	The Art of Information Writing	The Art of Information Writing	Changing The World	Changing the World	Once Upon a Time	Once Upon a Time	Poetry
4	Routines	Arc of Story	Arc of Story	Personal/Persuasive	Personal/Persuasive	Bringing History to Life	Literary Essay-Fiction Mythology/Folklore	Mythology/Folklore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch/ Fan Favorites	Fan Favorites	Informational Writing	Informational Writing	Informational Writing Research Based Argument Essay	Research Based Argument Essay	Research Based Argument Essay Career Speeches	Career Speeches	Fantasy	Fantasy
6	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument-Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography Poetry	Poetry
7	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
8	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

Units of Study for Teaching Writing (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	Launching the Writing Workshop	Launching the Writing Workshop Looking Closely...	Looking Closely... Writing for Readers	Writing for Readers	How-to Books...	How-to Books... Persuasive Writing...	Persuasive Writing...	All About Books	All About Books Crafting Stories	Crafting Stories
1	Small Moments...	Small Moments... Writing How-to Books	Writing How-to Books Nonfiction Chapter Books	Nonfiction Chapter Books	Writing Reviews	Writing Reviews Poetry and Songs	Poetry and Songs	From Scenes to Series	From Scenes to Series Writing Like Scientists	Writing Like Scientists

2	Lesson from the Masters	Lesson from the Masters	A How-to Guide to Nonfiction	A How-to Guide to Nonfiction	Writing Gripping Fictional Stories	Poetry...	Poetry...	Lab Reports and Science Books	Lab Reports and Science Books	Writing about Reading	Writing about Reading
3	Crafting True Stories	Crafting True Stories The Art of Information...	The Art of Information... Changing the World	Changing the World	Baby Literary Essay	Baby Literary Essay	Unit of Choice/Test Prep	Writing about Research	Writing about Research	Writing about Research Design Your Own Unit/Once Upon a Time	Design Your Own Unit/Once Upon a Time
4	The Arc of Story	The Arc of Story Boxes and Bullets	Boxes and Bullets Historical Fiction Writing/Design Your Own Unit	Historical Fiction Writing/Design Your Own Unit	The Literary Essay	The Literary Essay	Unit of Choice/Test Prep	Bringing History to Life	Bringing History to Life	Bringing History to Life Journalism	Journalism
5	Narrative Craft	Narrative Craft Feature Articles	Feature Articles The Research-Based Argument Essay	The Research-Based Argument Essay	Literary Essay...	Literary Essay...	Unit of Choice/Test Prep	The Lens of History...	The Lens of History...	The Lens of History... Shaping Texts...	Shaping Texts...
6	Personal Narrative	Personal Narrative	The Literary Essay	The Literary Essay	Research-Based Information Writing	Research-Based Information Writing	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Design Your Own Unit/Fantasy Writing Persuasive Essays	Persuasive Essays
7	Writing Realistic Fiction	Writing Realistic Fiction	Writing About Reading	Writing About Reading	The Art of Argument	The Art of Argument	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Design Your Own Unit/Poetry Writing Information Books	Writing Information Books
8	Memoir	Memoir	The Literary Essay	The Literary Essay	Position Papers	Position Papers	Unit of Choice/Test Prep	Unit of Choice/Test Prep Investigative Journalism	Unit of Choice/Test Prep Investigative Journalism	Investigative Journalism Design Your Own Unit/Poetry	Design Your Own Unit/Poetry

Fourth Grade Writing Curriculum

Pacing Guide

Content Area: English Language Arts

Grade Level: 4

Routines: Launching the Writers Workshop	September
Unit 1: Arc of Story	October-November
Unit 2: Boxes and Bullets-Personal/Persuasive	November-December
Unit 3: Bringing History to Life	January-February
Unit 4: Literary Essay- Fiction Writing	February-March
Unit 5: Myths and Folklore	March-April
Unit 6: Poetry	April-June

Unit Title: Routines: Launching the Writing Workshop	Grade Level: 4	Time Frame: September-October
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Standards:

W.4.1, W.4.2, W.4.3

SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6

L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. □ Analyze the resource citations in online materials for proper use

• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants
- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by-step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

Essential Questions:

- What role does a writer have in the community of writers?
- How does what I am reading influence how I can write? □
How can I establish positive writing goals?

Unit Goals/Enduring Understandings:

- Writers write every day.
- Writers follow routines and procedures.
- Writers work with others to revise and edit their writing.

<p>Skills:</p> <ul style="list-style-type: none"> • Book handling • Listening • Sitting/Reading Quietly • Partner share 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative Writing Notebooks Conference Notes Open-ended responses.</p> <p>Summative Teacher Created Assessments Open-ended responses.</p> <p>Alternative Teacher Created Assessments</p> <p>Benchmark STAR360/MAP</p>	
<p>Mentor Texts:</p> <p>Resources: First 25 days of Reading Workshop First 20 Days of Independent Reading</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p><u>Writing Process</u></p> <ul style="list-style-type: none"> • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Interdisciplinary Connections:

Math - Time, Telling time, elapsed time

Social Studies - Laws, Rules,
Government

Health - Personal Health and Wellness

**21st Life and Career
21st Century Life and Career**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Integrated
Modifications/Accommodations:****Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

		<ul style="list-style-type: none"> • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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Unit Title: Routines: Launching the Writing Workshop		Grade Level: 4	Time Frame: September-October
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<input type="checkbox"/> Writers write every day.	<ul style="list-style-type: none"> Writers use small moments and questions to write responses. Writers work on their stamina while writing about small moments or thoughts. 		
<input type="checkbox"/> Writers follow routines and procedures.	<ul style="list-style-type: none"> Writers establish a gathering place for reading-Introducing Transitions <ol style="list-style-type: none"> Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson Writers continually self-monitor and assess their writing. <ol style="list-style-type: none"> Teachers- use this goal to build routines for independent writing • Writers keep a writing journal of works. Teachers introduce writing notebooks to students- (First 20) Writers write responses to reading <ol style="list-style-type: none"> Introduce Reading Notebook Readers turn and talk with a partner to discuss ideas <ol style="list-style-type: none"> Create anchor chart for Turn and Talk procedures- 	*Create class stamina graph. *Picture read/retell/read words *Anchor charts	
	<ul style="list-style-type: none"> Good writers write with purpose. <ol style="list-style-type: none"> Create anchor chart for writing with purpose- Writers participate in accountable talk- <ol style="list-style-type: none"> Create anchor chart for accountable talk during turn and talk Writers with a partner-model with a student expectation <ol style="list-style-type: none"> Teachers-create anchor chart for expected behaviors for Partner Writing and editing 		
<input type="checkbox"/> Writers work with others to revise and Edit their writers.	<input type="checkbox"/> Writing partners share their writing with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's writing. We respond to what our partner has shared. We don't just move on.	*Anchor charts	

Unit Title: Unit 1: Arc of Story	Grade Level: 4	Time Frame: October-November
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Standards:

W.4.3, W.4.5, W.4.6, W.4.8, W.4.9a, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.5, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Technology Implementation:

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- Analyze the resource citations in online materials for proper use
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8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

Essential Questions: Unit Goals/Enduring Understandings:

- How do writers study mentor text to identify characteristics of their writing? **Drafting and revising focusing on believability.** **Creating and Developing stories and characters that feel real effective fiction pieces and frame**
- How do writers craft stories and characters for realistic fiction? **Preparing for publication for an audience.**
- How does drafting and revising our work help us to build believable characters and stories? **Using learned information to write fiction.**
- How do writers think about an audience as they prepare to publish?
- How do writers independently plan and publish realistic fiction?

Skills: <ul style="list-style-type: none"> • Concepts of Print for Writing • Organization and Paragraph • Character Development • Clearly communicate main points • Engage the reader 	<ul style="list-style-type: none"> • Purpose/Genre • The Writing Process • Use Literary Language • Sentence Structure <ul style="list-style-type: none"> ○ Dialogue ○ Complex sentences, using all forms of tenses • Use language to show feeling 	<ul style="list-style-type: none"> • Demonstration of Learning/Assessment Evidence: • Formative • Writing Notebooks • Conference Notes • Open-ended responses. • • Summative • Teacher Created Assessments • Open-ended responses. • Alternative
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	<ul style="list-style-type: none"> • Teacher Created Assessments • Benchmark • STAR360/MAP 		
Mentor Texts:	Resources:	Structures:	Writing Process
Three Billy Goats Gruff Fireflies Pecan Pie Baby Pippi Goes on Board	Units of Study for Teaching Writing, Lucy Calkins Unit 1: The Arc of Story-Writing Realistic Fiction Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts	<ul style="list-style-type: none"> • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<ul style="list-style-type: none"> • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Interdisciplinary Connections:

Math - Time, Telling time, elapsed time

Social Studies - Laws, Rules, Government

Health - Personal Health and Wellness, Emotional Awareness

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21st Century Life and Career

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Integrated

Modifications/Accommodations:

Special Education

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- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
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- Follow a routine/schedule
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- work in progress check

English Language Learners

- Support with graphics
- Tiered Vocabulary

At Risk of School Failure

- Small group/One to one
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Gifted and Talented

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

Curriculum Strategies:

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area

		<ul style="list-style-type: none"> • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit 1: Arc of Story	Grade Level: 4	Time Frame: October-November
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Goals	Suggested Mini Lessons	Teacher's Notes/Ideas
<input type="checkbox"/> Creating and Developing stories and characters that feel real	<ul style="list-style-type: none"> • Writers get ideas for stories from small moments in their lives. • Writers get ideas by imagining the books they wish existed. • Writers need to choose a seed idea and then begin to develop characters by traits. • Writers can develop characters' motivations and struggles. • Writers sketch out possible plot lines for stories. 	
<input type="checkbox"/> Drafting and revising focusing on believability.	<ul style="list-style-type: none"> • Writers write scenes creating drama. We can do this using a dialogue or a small action. • Writers create drafts by letting the story unfold as it happens. • Writers study texts and reread literature to help their writing evolve. • Writers “stay in scene” by keeping true in their setting. • Writers create endings that flow and create consistency with their story. 	
<input type="checkbox"/> Preparing for publication for an audience.	<ul style="list-style-type: none"> • Writers revise, not just reread but reread with a lens. • Writers create their own work spaces. • Writers study other authors, and show not just tell. • Writers reread their writing with various lenses and numerous times and edit as they go. • Writers “publish” their work and receive constructive criticism. 	
<input type="checkbox"/> Using learned information to write fiction.	<ul style="list-style-type: none"> • Writers take what they've learned about writing fiction into new projects. Writers <ul style="list-style-type: none"> <input type="checkbox"/> plan and draft for a new project. • Writers use their reading experience to revise. • Writers can use visualization to become inspired to use different angles or points of view. • Writers use punctuation for effect and to ensure the reader understands. • Writers reflect on their work and celebrate their accomplishments. 	

Unit Title: Unit 2: Boxes and Bullets: Personal and Persuasive

Grade Level: 4

Time Frame: November-December

Standards: W.4.2, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9.b, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

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- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- Analyze the resource citations in online materials for proper use
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- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
Follow step-by step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we learn from our writing? • How can writers collect ideas for their writing? • What structures can writers use to frame their writing? • What kinds of problems can writers anticipate and how can they overcome them? • How can writers improve their writing by utilizing transition words with an introduction and conclusion? • Why is it important to build a strong argument and justify our stance? • How do we organize our thoughts to be more persuasive? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Writing write to learn • Raising the level of Essay Writing • Personal to Persuasive
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<p>Skills:</p> <ul style="list-style-type: none"> • Pre-writing/seed stories • Writing structure • Introductions and Conclusions • Partner revising • Connecting evidence, reasoning and thesis. 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Writing Conferences • Drafts • Use of strategies <p>Summative</p> <ul style="list-style-type: none"> • Drafts • Final Writing Pieces
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	<p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • STAR360/MAP
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<p>Mentor Texts:</p> <p>Resources:</p> <p>Units of Study for Teaching Writing, Lucy Calkins</p> <p>Unit 2: Boxes and Bullets: Personal and Persuasive Essays</p> <p>Book Basket</p> <p>Books</p> <p>Read aloud</p> <p>Anchor charts</p> <p>Word Wall</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process</p> <ul style="list-style-type: none"> • Prewrite • Draft • Revise • Edit • Publish • Celebrate
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Interdisciplinary Connections:

Math - Time, Telling time, elapsed time

Social Studies - Laws, Rules, Government

Health - Personal Health and Wellness, Emotional Awareness

21st Life and Career**21st Century Life and Career**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Integrated Modifications/Accommodations:**Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Space for movement and breaks
- work in progress check

English Language Learners

- Support with graphics

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered
- Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

		<ul style="list-style-type: none"> •• • Tiered Vocabulary • Dictionary, Native lang to English ••• Additional time • Review of directions Support auditory presentations with visuals Hands-on activities Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit 2: Boxes and Bullets: Personal and Persuasive		Grade Level: 4	Time Frame: November-December
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
Writing to Learn	<ul style="list-style-type: none"> • Writers use an essay frame to help structure their writing. • Writers use multiples tactics for growing ideas including people, places and things that are important in their lives. 		

	<ul style="list-style-type: none"> • Writers will work on writing to learn and use free writing to grow new ideas. • Writers take time developing ideas by asking themselves questions and continue working on their writing. • Writers dig into their entries and their lives to form thesis statements and ideas. • Writers support their thesis by developing different types of reasons. • Writers focus on form and content gathering evidence to support their opinions within the essay format. 	
Raising the Level of Essay Writing.	<ul style="list-style-type: none"> • Writers use narrative writing and mini-stories to develop the ideas they have. • Writers use many different materials to help them write. • Writers prepare for drafting by checking that their evidence is supportive and wide-ranging. • Writers take charge and solve their own problems, take ownership of the process and grow their own ways. • Writers use introductions and conclusions to open and close their writing pieces and write a few version of each before deciding what works best. • Students will self-check their writing using the opinion writing checklist and will create a new revised draft. • Writers will correct run-on sentences and fragments as part of revising. 	
Personal to Persuasive	<ul style="list-style-type: none"> • Writers will turn personal essays into persuasive opinions and generate ideas for persuasive essay writing. • Writers will connect all they've learned about personal essay writing to persuasive essay writing and find similarities. • Writers use evidence from many sources to persuade and convince the audience of their opinion. • Writers connect their evidence and their reasons so as to make the most sense to the reader. • Writers edit their essays by checking spelling, punctuation and conventions and make appropriate changes. • Writers "publish" their writing and are careful to be sure they have the right audience. 	

Unit Title: Unit 3: Bringing History to Life	Grade Level: 4	Time Frame: January-February
Standards: W.4.1, W.4.2, W.4.2.a,b,c,d,e, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.5, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4.a, L.4.5, L.4.6		

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society’s changing needs and wants
- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

Essential Questions:

- How can you share your expertise about a subject with others?
- How do information books help us to become a “shortterm expert”?
- What things can you do to become a more independent writer?
- How can we build ideas in informational writing?

Unit Goals/Enduring Understandings:

- **Informational Books:**
- **Becoming a more independent writer.**
- **Building Ideas in Informational Writing**

<p>Skills:</p> <ul style="list-style-type: none"> • Concepts of Print for Writing • Organization and Paragraph • Purpose/Genre • The Writing Process 	<ul style="list-style-type: none"> • Conventions • Word Choice/details • Mechanics • Research/Study Skills 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Writing Conferences • Drafts • Writer’s Notebook Summative • Drafts • Writing Project <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Writing project <p>Benchmark</p> <ul style="list-style-type: none"> • STAR360/MAP 	
<p>Mentor Texts:</p> <p>Resources:</p> <p>Units of Study for Teaching Writing, Lucy Calkins</p> <p>Unit 3: Bringing History to Life: Information</p> <p>Book Basket/ Book Boxes-Bags</p> <p>Books</p> <p>Read aloud</p> <p>Anchor charts</p>		<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process</p> <ul style="list-style-type: none"> • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Interdisciplinary Connections:

Math - Time, Telling time, elapsed time, Measurement

Social Studies - Westward

Expansion, American History, Oregon Trail, Immigration

Health - Personal Health and

Wellness, Emotional Awareness

21st Life and Career**21st Century Life and Career**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of

Integrated Modifications/Accommodations:**Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

problems such as personal,
academic, community and global
(e.g., 6.1.5.CivicsCM.3).

		<ul style="list-style-type: none"> • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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Unit 3:Bringing History to Life		Grade Level: 4	Time Frame: January-February
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
Informational Books.	<p>Writers use their imagination to picture the text they are going to make. They think about the writing in its entirety and in pieces and make a plan for writing.</p> <ul style="list-style-type: none"> • Writers make a plan for the structure of their writing and use this plan when taking notes and researching. • Writers use learned strategies and apply them to the new form of writing becoming more independent. • Writers can improve their writing to teach by actually teaching a bit about the subject to fellow students. • Writers use details, including sensory to improve their writing and help readers picture the past time in their mind. 		
	<ul style="list-style-type: none"> <input type="checkbox"/> Writers use all the information they have learned about writing essays, their structure and supports including research to support their ideas. <input type="checkbox"/> Writers reflect on their progress and ask themselves what they can still do to improve and what have they done so far. 		

<p>Becoming a more Independent Writer.</p>	<ul style="list-style-type: none"> □ • Writers make a plan for their research. Writers take notes and need to understand what they are taking notes about so that they can explain to others. • Writers use their prior knowledge of information writing to draft a new information book. • Writers need to organize information when writing informational text and use their introduction to introduce their plan. • Writers use text features to highlight the most important information that they want to deliver. • Writers use quotations to emphasize the central idea. • Writers pull their knowledge of other genres to create chapters in their informational book based on those genres. • Writers of history need to look at more than one side of the historical story. • Writers look back at their growth as writers particularly when being challenged by new writing so they can set new goals for impending work. 	
<p>Building Ideas in Information Writing</p>	<ul style="list-style-type: none"> □ Writers of history grow their own ideas about the information they encounter as they research. • Writers use ideas as well as facts when writing about history. History writers convey larger ideas about a people, a nation or a time. They also think about what type of life lessons can be learned from this information and write about them. • Writers of non-fiction often start out with a thought about a topic and build on that thought by asking questions and researching the answer to become “short-term” experts on their particular topic. • Writers and historians cannot always find the answer to all the questions they may have but they use what they have learned and their schema to infer possible answers or scenarios. • Writers edit their pieces to be sure they are ready for the reader. • Writers share their writing with an audience and help them to learn what the writer now knows about the particular topic. 	

Unit Title: Unit 4: Literary Essay: Fiction Writing	Grade Level: 4	Time Frame: February-March
Standards: W.4.1, W.4.1.a,b,c,d, W.4.3, W.4.3.a,b, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9.a, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6, L.4.1, L.4.2, L.4.2.a,b,c, L.4.3, L.4.3.a,b,c, L.4.4.a, L.4.5.a,b,c, L.4.6		
<p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures <input type="checkbox"/> Use a graphic organizer to organize information about problem or issue <input type="checkbox"/> Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. <input type="checkbox"/> Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants <input type="checkbox"/> Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies can I use to uncover what the book I am reading is <i>really</i> about? • How do I create and develop theories about characters and stories? • How do I deepen my theories about characters and stories in writing? • What types of evidence can I collect to help support my claim? • How can I find the similarities and differences in multiple texts? 	<p>Unit Goals/Enduring Understandings:</p> <ul style="list-style-type: none"> • Writing about reading • Raising the quality of the literary essay. • Writing Compare-and-Contrast essays. 	

Skills:

- Concepts of Print for Writing
- Organization and Paragraph
- Purpose/Genre
- The Writing Process
- Grammar and usage

Mentor Texts:

Resources:

Units of Study for Teaching Writing, Lucy Calkins

Unit 4: The Literary Essay: Fiction Writing

Book Basket/ Book Boxes-Bags

Books

Read aloud

Anchor charts

Structures:

- Minilessons
- Independent Writing
- Conferencing
- Shared Writing/Reading
- Strategy Groups Partner Conversations
- Mid-Workshop Teaching Point
- Teaching Share

Interdisciplinary Connections:

Math - Time, Telling time, elapsed time

Social Studies - Laws, Rules, Government

Health - Personal Health and Wellness,
Emotional Awareness

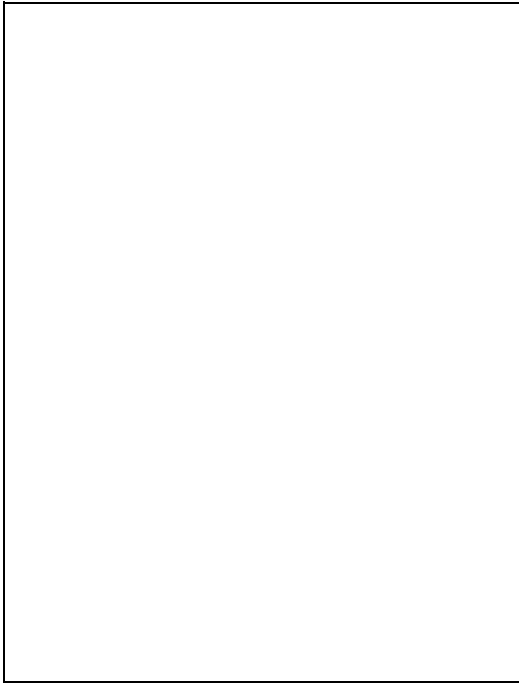
Arts - Cultural Studies

**21st Life and Career
21st Century Life and Career**

- - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- - 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- - 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- - 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1,

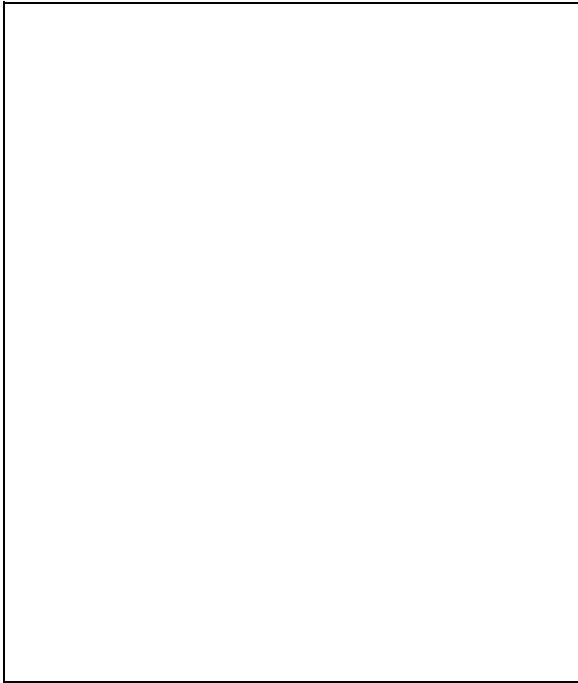
**Integrated Modifications/Accommodations:
Special Education**

- Small group/One to one
 - Additional time
 - Review of directions
 - Student provides oral responses
 - Quiet space to calm down/relax
 - Preferential seating
 - Reduction of distractions
 - Follow a routine/schedule
 - Teach time management skills
 - Verbal and visual cues regarding directions and staying on task
 - Rest breaks
 - Immediate feedback
- Section 504**
- Small group/One to one
 - Large print textbooks
 - Additional time
 - Student provides oral responses
 - Assistance in maintaining uncluttered space
 - Alternate quiet and active time



6.3.5.CivicsPD.2). •
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).



- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Space for movement and breaks
- work in progress check

English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions
- Support auditory presentations with visuals
- Hands-on activities
- Verbal and visual cues regarding directions and staying on task

Unit 4: The Literary Essay: Fiction Writing		Grade Level: 4	Time Frame: February-March
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
Writing about reading	<ul style="list-style-type: none"> • Writers pay attention to details so they can trigger ideas. Writing will help to extend that idea. • Writers learn that parts of their writing deserves special attention, for example studying a character. • Writers extend their ideas using simple writing prompts. • Writers select ideas to transform into theses, and should always question and revise being sure that everything they write is connected to the theses. • Writers use mini-stories as proof to support their ideas • Writers support their claims by using direct quotes and are careful to choose their quotes carefully. • Writers can use multiple pieces of evidence to build a draft and can use published essays to help structure their own writing. 		
Raising the quality of the literary essay.	<input type="checkbox"/> Writers seek out similarities in order to decipher the story's theme.		
	<input type="checkbox"/> Writers look at essays from all different angles and use the ideas formed to add depth to their writing. <ul style="list-style-type: none"> • Writers make "flash-draft" essays in order to get their thoughts down quickly and will revise at a later time. • Writers pay special attention to their introduction in order to give enough information and to their conclusions to be sure the reader is left with something to think about. • Writers find evidence to support their thesis by studying the author's choices in their texts. • Writers are sure to keep their writing all in the same tense and that their pronouns are correct. 		
Writing Compare-and-contrast essays.	<input type="checkbox"/> Writers pay attention to similarities and differences and form into ideas to prepare to write a compare and contrast essay. <input type="checkbox"/> Writers look at themes between texts, similar characters, and different text approaches to write compare and contrast.		

- Writers use their prior knowledge of essay writing to work on new compare-and-contrast literary essays.
- Writers extend each idea and with details and are sure that they have used enough evidence to support their claim.
- Writers prepare their writing by editing and cleaning up their essay in order to prepare it for the reader. They are sure to check punctuation and commas.
- Writers celebrate their literary essays with their peers.

Unit Title: Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales

Grade Level: 4

Time Frame: March

Standards: W.4.1, W.4.1.a,b,c, W.4.2, W.4.3.a,b, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9.a, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6,

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
 - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures Use a graphic organizer to organize information about problem or issue Create and use a database to answer basic questions
 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media
- 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

• **Questions:**

- How can we write our opinion of the events or topics in a news story form?
How can I develop theories about characters and stories within mythology and folklore?
How do I deepen my theories about characters and stories through writing?
- What types of evidence can I collect to help support my claim?
How can I generate news stories based on an event of drama occurring?
How can I revise my writing to be better structured and to speak to the audience appropriately?

Unit Goals/Enduring Understandings:

- Generate News Stories**
- **Revising for Structure and Tone**
- **Follow through the Journalist's process**

<p>Skills Concepts of Print for Writing</p> <ul style="list-style-type: none"> ● Organization and Paragraph ● Purpose/Genre ● The Writing Process ● Grammar and usage ● 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Writing Conferences • Drafts • Writer’s Notebook Summative ● Drafts ● Writing Project <p>Alternative</p>
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	<ul style="list-style-type: none"> ● Teacher Created Assessments ● Writing project <p>Benchmark</p> <ul style="list-style-type: none"> ● STAR360/MAP
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<p>Mentor Texts:</p> <p>Resources:</p> <p>Units of Study for Teaching Writing, Lucy Calkins</p> <p>If...Then...Curriculum</p> <p>Book Basket/ Book Boxes-Bags</p> <p>Books</p> <p>Read aloud</p> <p>Anchor charts</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process</p> <ul style="list-style-type: none"> • Prewrite • Draft • Revise • Edit • Publish • Celebrate
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Interdisciplinary Connections:

Math - Time, Telling time, elapsed time

Social Studies - Laws, Rules, Government, Native American History, Mythology

Health - Personal Health and Wellness, Emotional Awareness

Arts - Cultural Studies

21st Life and Career

21st Century Life and Career

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g.,

Integrated Modifications/Accommodations:

Special Education

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Space for movement and breaks
- work in progress check

English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions

2.1.5.CHSS.1, 4-ESS3-1).

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

		<ul style="list-style-type: none"> • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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<p>Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales</p>	<p>Grade Level: 4</p>	<p>Time Frame: March</p>
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Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>1. Generate News Stories</p>	<ul style="list-style-type: none"> • Writers know what's "News-worthy" and need to be able to write down their observations quickly but with detail. • Writers can generate stories from the world around them. • Writers can use stories, such as Myths and Folklore, to write their own opinion of the events that occurred. • Writers extend their ideas using simple writing prompts. • Writers can use different events or stories such as Tall Tales to write a news story. • Writers need to learn how to be a "fly on the wall" and gather information. • Writers need to use the five W's and one H to detail their news stories. 	
	<p><input type="checkbox"/> Writers will use details to make their story come to life for the reader.</p>	
<p>2. Revising for Structure and Tone</p>	<p><input type="checkbox"/> Writers use their rudimentary stories and look deeper into their, would be,</p> <ul style="list-style-type: none"> • structure. • Writers know that writing a news story is like an upside-down pyramid. Writers of journalism must provide a good lead based on hard facts including <p><input type="checkbox"/> the W's and H.</p> <p>Writers don't always write in the chronological order of how the event <input type="checkbox"/> occurred, they give the big information first.</p> <ul style="list-style-type: none"> • Writers do use a sequence of events after their lead has been given. Writers balance their news by including both sides of the story. • Writers use eye-witness statements or dialogue based on different opinions about the event. <p><input type="checkbox"/> Writers use a journalist's tone when writing a news story.</p> <p>Writers are sure to revise each part of their news story and are sure to follow the upside-down pyramid.</p> <p>Writers are sure not to waste words and instead tighten up their writing to use the facts and a few selected details.</p>	<p>Use News articles to show tone and video clips to show witness statements.</p>

<p>3. Follow through the Journalist's process</p>	<ul style="list-style-type: none"> • Writers know that “practice makes perfect” and that writing more stories will improve their skills. • Writers of journalism often have different assignments to write stories about. • Writers of journalism often interview witnesses or key players in their event or story and use the information in their writing. • Writers prepare for interviews by planning specific questions and to anticipate answers. • Writers of journalism are selective in what they pick to quote, they do not use the entire interview word-for-word in their writing. • Writers use a good lead (lead) which is written in the active voice. • Writers craft endings that provide closure for their news story • Writers use headlines which grabs the reader and make them want to read their story. • Writers edit their work and are sure to follow structure and tone. • Writers publish their best work and share with others. 	<p>Students should write multiple stories over the course of a few days but have one or two news stories that they are revising and moving towards publishing.</p>
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Standards: W.4.1, W.4.1.a,b,c, W.4.2, W.4.3.a,b, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9.a, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6,

Technology Implementation:

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- Analyze the resource citations in online materials for proper use

- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2:**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants
- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by-step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

Essential Questions:

- How do we get ideas for poetry?
- How can we use different perspectives to enhance poetry?
- How can we help the reader to "feel" our poetry?
- What methods of revision can we use when writing and editing poetry?
- How can we collaborate with peers to create new works?

Unit Goals/Enduring Understandings:

- **Create a Class Anthology**
- **Generate Ideas for Anthologies and Collect Poems**
- **Get Strong Drafts Going and Revise Along the Way**
- **Edit and Assemble for Publishing**

<p>Skills:</p> <ul style="list-style-type: none"> • Concepts of Print for Writing • Organization and Paragraph • Purpose/Genre • The Writing Process • Grammar and usage 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> • Writing Conferences • Drafts • Writer’s Notebook Summative • Drafts • Writing Project • Poetry Anthology <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Writing project • Poetry Anthology
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	<p>Benchmark</p> <ul style="list-style-type: none"> • STAR360/MAP 	
<p>Mentor Texts: This Is Just To Say: Poems of Apology and Forgiveness by Joyce Sidman This Place I Know: Poems of Comfort, edited by Georgia Heard Extra Innings: Baseball Poems, by Lee Bennett Hopkins If You’re Not Here, Please Raise Your Hand: Poems about School, by Kalli Dakos Fine Feathered Friends, by Jane Yolen Roots and Blues: A Celebration, by Arnold Adoff Resources: Units of Study for Teaching Writing, Lucy Calkins If...Then...Curriculum Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share 	<p>Writing Process</p> <ul style="list-style-type: none"> • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Interdisciplinary Connections:

Math - Time, Telling time, elapsed time, Fractions

Social Studies - Laws, Rules, Government,

Health - Personal Health and Wellness, Emotional Awareness

Arts - Cultural Studies, Drama & Performance

21st Life and Career
21st Century Life and Career

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Integrated Modifications/Accommodations:**Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Space for movement and breaks

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered
- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an

		<ul style="list-style-type: none"> • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<p>independent study in student's interest area</p> <ul style="list-style-type: none"> • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit 6: Poetry	Grade Level: 4	Time Frame: April-May
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Goals	Suggested Mini lessons	Teacher's Notes/Ideas
Create a Class Anthology	<ul style="list-style-type: none"> • Writers of poetry can quickly brainstorm topics and themes to create a class Anthology. • Writers know that poems can have multiple themes. • Writers write, write, write and can focus on getting across meaning in their poetry. • Writers can zoom in on small moments and vivid images. • Writers use line breaks to show shifts in time or setting, dramatic effect or to influence how the reader will read the poem. • Writers use their knowledge of narrative writing, dialogue, internal thinking, and descriptive details when writing poetry. 	<p>Poem of the day.</p> <p>For different views use: Dreams by Langston Hughes and Listen to the Musn'ts by Shel Silverstein</p>
	<ul style="list-style-type: none"> • Writers can use different views of the same topic. • Writers do not have to be the speaker in the poem, however, then can be. 	
Generate Ideas for Anthologies and Collect Poems	<ul style="list-style-type: none"> • Writers of poetry gather ideas from numerous places and write numerous poems. • Writers can look to music and lyrics for inspiration • Writers can use their “first try” to inspire a whole new poem or rework their original idea. <ul style="list-style-type: none"> □ Writers of poetry don't wait until it's “time to revise” to rethink and recraft. • Writers imagine things happening in order to picture things such as details to help the reader really feel they are in the poem. • Writers of poetry can write the same poem from different perspectives. 	
Get Strong Drafts Going and Revise Along the Way	<ul style="list-style-type: none"> • Writers reflect of why they are writing so they can look for deeper meaning. • Writers begin to draft more formally and look at different forms such as free-verse or rhyming. • Writers of poetry know how to turn prose into poetry. • Writers of poetry experiment with making lines and stanzas. • Writers use meter to shape their poetry. • Writers of poetry recall revision strategies from their narrative and essay writing and apply those ideas to revising their poetry. • Writers can be more precise about their choice of words when revising. 	<p>Students should write multiple stories over the course of a few days but have one or two news stories that they are revising and moving towards publishing.</p>

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| | <ul style="list-style-type: none">• Writers use imagery, simile, metaphor and idioms to enhance their poetry.• Writers are sure to leave the reader thinking by including an impactful ending.• Writers add their edited final works together to create a classroom anthology. | |
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