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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Launching the Writing Workshop | | | | |
| **Grade Level:** 4 | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  This unit focuses on teaching students how to write with increased stamina, independence, and volume.  Students will learn the routines and management of the writing workshop.  In this unit, students will have the opportunities to set goals for themselves as writers, as well as collect meaningful personal narrative ideas. Strategies to plan and draft personal narratives with focus and organization will also be taught. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Routines and expectations of writing workshop * Collecting ideas * Writing with stamina and volume * Writing with independence * Planning and drafting * Revising and editing   **Grammar Skills:**   * Writers write in past tense, using the correct verb choice. * Writers write with capital letters at the beginnings of sentences and proper nouns. * Writers use correct end punctuation. * Writers write personal narratives in first person, using correct pronoun choice.   **Understandings:**   * Writers learn the routines and expectations of writing workshop. * Writers use their writer’s notebooks to collect and plan ideas. * Writers write with increased independence, stamina, and volume. * Writers plan and draft their writing. * Writers revise and edit their writing. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. * W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. * W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. * L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. * L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions. * L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). * L.4.1.E Form and use prepositional phrases. * L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. \* * L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their). \* * L.4.2. Demonstrate command of the conventions of standard 3English capitalization, punctuation, and spelling when writing. * L.4.2.A Use correct capitalization. * L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text. * L.4.2.C Use a comma before a coordinating conjunction in a compound sentence. * L.4.2.D Spell grade-appropriate words correctly, consulting references as needed. * L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L.4.3.A Choose words and phrases to convey ideas precisely. \* * L.4.3.B Choose punctuation for effect. \* * 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). * L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. * L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. * 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., wildlife, conservation, and endangered when discussing animal preservation). | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. * 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.   *Social Studies:*   * 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)   *Career Readiness Practices*   * Act as a responsible and contributing citizen and employee * Utilize critical thinking to make sense of problems and persevere in solving them. * Work productively in teams while using cultural global competence. * Demonstrate creativity and innovation. * Use technology to enhance productivity, increase collaboration, and communicate effectively.   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science: Computing Systems**   * 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.   **Life Literacies and Key Skills: Technology Literacy**   * 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.   **Life Literacies and Key Skills: Critical Thinking and Problem Solving**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global | | |
| **Essential Questions** | | | | |
| * How do writers set goals? * How do writers collect meaningful personal narrative ideas? * How do writers plan their writing with focus and organization? * How do writers revise and edit independently? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Follow routines and expectations of writing workshop * Develop an understanding of themselves as writers * Set goals for themselves as writers * Write with stamina and independence * Become an active participant in a writing community * Write a focused and organized personal narrative story | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers learn the routines and expectations of writing workshop.**   + Conduct a class inquiry about what the job of a writer is during writing workshop. * **Writers use a writer’s notebook to collect ideas.** (If… Then… Curriculum, pg. 5)   + Model how to use a writer’s notebook to collect ideas for writing in school and at home. * **Writers reflect on themselves as writers.** (If… Then… Curriculum, pg. 6)   + Demonstrate how writers think about times when writing was easier for them, and times when writing was hard for them. * **Writers set goals for themselves as writers.** (If… Then… Curriculum, pg. 6)   + Model how writers think about what the conditions they need to make writing easier for them and set goals for themselves as writers this year. * **Writers think about what good personal narrative stories look like and sound like.** (If… Then… Curriculum, pg. 6)   + Immerse students in personal narrative stories and conduct a class inquiry about the qualities of good writing. * **Writers think about strategies they already know to find true story ideas.** (If… Then… Curriculum, pg. 9)   + Conduct a class inquiry to share previously learned strategies to generate narrative writing and create a chart of strategies. * **Writers generate story ideas that matter.**   + Review previously learned strategies on how to gather meaningful ideas for stories (write a story about a special person, write about the first or last time something was done, etc.) * **Writers think about life topics to find story ideas.**   + Demonstrate how writers think about life topics and write stories from those topics by creating a map of their heart. * **Writers generate lists of personal narrative story ideas in long phrases and not just words.** (If… Then… Curriculum, pg. 9)   + Model how writers collect ideas by listing “the time I…”, rather than just lists of words. * **Writers write with independence and volume.** (If… Then… Curriculum, pg. 10)   + Demonstrate how writers always have work to do by finishing an entry or starting a new one during writing time. * **Writers reread their entries and choose a focused seed idea.** (If… Then… Curriculum, pg. 11)   + Model how writers reread their notebook entries and choose a seed idea (focus) for their personal narrative story. * **Writers plan their writing with organization.** (If… Then… Curriculum, pg. 11)   + Demonstrate how to plan their writing with a timeline. * **Writers draft their personal narrative stories writing in first person and past tense.**   + Model how writers write with “I” and use past tense when drafting personal narrative stories, following their plan (timeline). * **Writers revise by rereading their writing by checking for focus and organization.**   + Demonstrate how writers reread their writing, making sure their writing stayed focused and followed the timeline. * **Writers edit by checking to see if their writing is written in first person and past tense.**   + Model how writers check to make sure their verb tense is consistent and use correct pronouns. * **Writers edit for punctuation and capitalization.**    + Demonstrate how writing check for capital letters and end punctuation. * **Writers publish and celebrate their writing.**   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Provide visual aids that demonstrate rules and procedures of Writing Workshop. * Allow students to illustrate their writing prior to writing in text. * Students will work alongside teacher to convert picture story to text. * Provide picture cards for vocabulary words.   **Special education:**   * Provide an alphabet chart in writing folders to help students with letters and sounds. * Create class charts with picture support to remind students what to do during writing workshop to increase independence. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.   **At-risk:**   * Provide visual aids that demonstrate rules and procedures of Writing Workshop. * Allow students to use a combination of text and pictures to tell their story. * Provide students with graphic organizers to organize their writing.   **Gifted and Talented (G & T):**   * Allow students to move to the next step of the writing process as they successfully complete the previous step. * Encourage students to reread and apply higher level vocabulary in their writing. * Support more complex stories by providing students with strategies to elaborate and grow their writing. | | | | |
| **Materials** | | | | |
| **Materials:**   * If… Then… Curriculum by Lucy Calkins * Writers notebooks * Writing folders * Chart paper   **Suggested** **Mentor Texts:**   * Fireflies by Julie Brinckloe * Pecan Pie Baby by Jaqueline Woodson (Diversity) | | | | |
| **Assessments** | | | | |
| Formative:   * Writer's Notebook * Conferring Notes * Peer Group Work * Teacher Observations and Notes * Teacher observations * Grammar Assessment * IXL open-ended assessments * On-Demand personal narratives   Summative:   * Units of Study Benchmark Assessments * Personal Essay Rubric/published work * Essay Rubric/published work * Literary Essay Draft/published work * Informative Essay/published work * Opinion Essay/published work * Teacher created tests * District created inter-disciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Create charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Peer Editing | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Peer Editing | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Peer Editing | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended writing time * Peer Editing |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |