|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 4Realistic Fiction | | | | |
| **Grade Level:**4 | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  This unit focuses on narrative writing, building on the students’ foundation of realistic fiction writing.  During writing workshop, students will write realistic fiction stories with believable characters, problems, and solutions. Students will develop strategies for planning focused and organized stories, drafting with paragraphs in mind. In this unit, students will also learn how to write realistic fiction with elaboration, thinking about the internal and external story.  Students will also develop a further repertoire of revision and editing skills. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Writing with a focus * Story elements * Elaboration * Varied sentence structure * Organization * Leads * Endings   **Grammar Skills:**   * Writers write with subject verb agreement. * Writers write with capital letters at the beginnings of sentences and proper nouns. * Writers use correct end punctuation. * Writers use commas and quotation marks to mark direct speech. * Writers use resources to check spelling. * Writers write in complete sentences. * Writers write with proper pronoun use. * Writers use paragraphs to organize their writing.   **Understandings:**   * Writers write believable realistic fiction stories. * Writers plan and draft with story elements in mind. * Writers elaborate with action, dialogue, and thinking. * Writers revise and edit independently. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. * W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * 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 disc | | *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.HistoryUP.6: Evaluate the impact of different interpretations of experience and events by people with different cultural or individual perspectives. (Holocaust)   *Science:*   * 4-ESS3-1-Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (Climate Change)   *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: Ethics and Culture**   * 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.   **Life Literacies and Key Skills:**  **Creativity and Innovation**   * 9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.   **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.   **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 generate believable characters and problems? * How do writers plan their realistic fiction with the story elements in mind? * How do writers draft with paragraphs in mind? * How do writers draft with elaboration in mind? * How do writers write realistic fiction stories with paragraphs and varied sentence structure? * How do writers edit realistic fiction, paying careful attention to paragraphs and punctuating dialogue? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Develop strategies to create believable characters * Plan with story elements in mind * Draft with elaboration * Revise and edit independently * Publish realistic fiction stories. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers collect realistic fiction ideas by imagining stories from ordinary moments.** (The Arc of Story,pg. 2)   + - Demonstrate how writers think about realistic fiction ideas from real life. * **Writers imagine stories they wish existed in the world.** (The Arc of Story,pg. 12)   + - Model how writers think about stories they wish to tell. * **Writers develop believable characters.** (The Arc of Story,pg. 19)   + - Demonstrate how writers create believable characters by thinking about outside and inside traits. * **Writers give characters struggles and motivations.**  (The Arc of Story,pg. 31)   + - Model how writers develop their characters’ struggles and motivations. * **Writers plan their realistic fiction stories with a story arc or timeline.** (The Arc of Story,pg. 41)   + - Demonstrate how writers plan by thinking about the plot. * **Writers plan and draft with show not tell.** (The Arc of Story,pg. 54)   + - Model how writers show not tell with action, dialogue, and thinking. * **Writers draft with the heart of the story in mind.** (The Arc of Story,pg. 65)   + - Demonstrate how writers develop the heart of the story as they draft. * **Writers write leads.**  (The Arc of Story,pg. 74)   + - Model how writers study mentor texts to write leads. * **Writers revise by weaving together action, thought, and dialogue.** (The Arc of Story,pg. 92)   + - Model how writers revise by balancing action, thinking, and dialogue. * **Writers revise by writing powerful endings.** (The Arc of Story,pg. 100)   + - Demonstrate how writers write strong endings. * **Writers revise by rereading with a lens.**  (The Arc of Story,pg. 110)   + - Model how writers reread and revise. * **Writers edit with various lenses.** (The Arc of Story,pg. 134)   + - Demonstrate how writers use an editing checklist to edit independently. * **Writers publish and celebrate.**   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Provide visual aids that demonstrate rules and procedures of Writers 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. * Provide checklist for capital letters and punctuation.   **Special Education:**   * Provide visual aids that demonstrate rules and procedures of Writers Workshop. * Allow students to use a combination of text and pictures to tell their story. * Provide students with graphic organizers to organize their writing. * Provide checklist for capital letters and punctuation. * Provide students with three sheets of paper to organize the beginning, middle, and end of their writing.   **At-risk:**   * Work with a partner to create a realistic fiction story writing. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories independently. * Allow students to use a combination of text and pictures to tell their story.   **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. * Conduct new skills in a small group setting. | | | | |
| **Materials** | | | | |
| **Materials:**   * The Arc of Story by Lucy Calkins * Writers notebooks * Folders * Markers * Chart paper * Editing checklists * Realistic fiction checklists   **Suggested** **Mentor Texts:**   * Fireflies by Julie Brinckloe * Pecan Pie Baby by Jacqueline Woodson * Letters from Rifka by Karen Hesse (Holocaust) * The Lorax by Dr. Seuss (Climate Change) | | | | |
| **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   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need)   + Pre-teach vocabulary | **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) * Working with partners * Audio books * Modeling * Flexible/preferential seating | | **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) | **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 reading time |
| **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 | | | | |