

Unit 1 Writing Grade 4 - Narrative

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **September - November**
Status: **Published**

Grade 4 Writing - Unit 1

Established Goals

Writer's Workshop: Units of Study

Writing: Narrative: Writing Realistic Fiction

Session/Mini Lesson

Bend I

- Session 1: Imagining Stories from Ordinary Moments
- Session 2: Imagining Stories We Wish Existed in the World
- Session 3: Developing Believable Characters
- Session 4: Giving Characters Struggles and Motivations
- Session 5: Plotting with a Story Arc

Bend II

- Session 6: Show, Don't Tell: Planning and Writing Scenes
- Session 7: Feeling and Drafting the Heart of Your Story
- Session 8: Studying Published Texts to Write Leads
- Session 9: Orienting Readers with Setting
- Session 10: Writing Powerful Endings

Bend III

- Session 11 Revision: Rereading with a Lens
- Session 12: Making a Space for Writing
- Session 13: Using Mentor Texts to Flesh-Out Characters
- Session 14: Editing with Various Lenses
- Session 15: Publishing: A Celebration

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

- Engage effectively in a range of collaborative discussions.

Interdisciplinary Connections

- Determine the meaning of general academic and domain specific vocabulary in SS, Math, and Science
- Non-Fiction Text features are taught throughout using supplementary materials (SS Weekly, National Geographic, SS and Science texts)

21st Century Skills

- Use effective oral communication skills when presenting narrative essay to an audience

Standards & Indicators

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

LA.4.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

LA.4.L.4.1.D

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct

	insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
LA.4.L.4.1.E	Form and use prepositional phrases.
LA.4.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.4.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.5.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
LA.4.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.4.L.4.2.A	Use correct capitalization.
LA.4.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.4.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.4.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.4.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.4.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.4.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.4.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.4.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.4.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.4.L.4.3.B	Choose punctuation for effect.
LA.4.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).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.4.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.4.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.

LA.4.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SOC.3-4.6.1.4 A.1	Explain how present events are connected to the past.
LA.4.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.4.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.4.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
LA.4.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.4.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Key Ideas and Details

Craft and Structure

Phonics and Word Recognition

Production and Distribution of Writing

LA.4.3.1.4 G.8	Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.
LA.4.3.1.4 G.9	Recognize literary elements in stories, including setting, characters, plot, and mood.
LA.4.3.2.4 C.6	Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.
LA.4.3.2.4 D.2	Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
LA.4.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.4.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.4.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.4.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.4.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.4.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.4.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LA.4.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.4.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.4.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).
LA.4.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.
LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.

Central Ideas/Enduring Understandings

Effective readers use text-based evidence, context clues and word analysis skills as they think about the comprehension of a text.

Effective writers use elaboration while developing real or imagined stories following the writing process.

Effective communicators apply literacy skills authentically.

Essential/Guiding Questions

How does the author engage the reader while writing?

How do author's organize narrative writing?

Content - Students will know...

- the characteristics of narrative writing (organization and elaboration)
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- organization of narrative text

Skills - Students will be skilled at...

- writing expanded narratives
- identifying story elements
- analyzing characters
- organization of narrative writing

Assessment Evidence

-published writing piece

-writing notebooks

-rough drafts

Learning Plan

Learning Opportunities/Strategies

Modifications and Reinforcements:

Small groups will be used to target instruction

Scaffolding of instruction

Various Learning tools(manipulatives, games, computers)

Visual Aides(graphic organizers, flashcards)

Auditory Aides(story on cassette)

Provide outlines and notes

Word banks and sentence stems

Extra time will be provided as needed

Reinforcement activities and review sessions will occur as needed during R&E time

Resources

Lucy Calkins Unit 1 "The Arc of the Story".

Fireflies by Julie Brinkloe

Pecan Pie Baby by Jacqueline Woodson

Three Billy Goats Gruffs or a familiar fairy tale

Excerpt from Pippi Goes on Board or a text that shows a character through action

Short video clip of a film or tv show that shows a variety of camera angles

“*Eleven*” by Sandra Cisneros

An Angel for Solomon Singer

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