

Unit A: Nature of Reading & Writing – 4th Grade

Theme: During this unit, class processes will be developed. Also, reading/writing strategies will be introduced that students will use throughout the year.

Corresponding Science/Engineering Theme: Nature of Science & Engineering

Corresponding Social Studies Theme: What is my job in a community?

Reading Standards (Major Standards in Bold):

4.RL.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.1.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.1.3 - 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).

4.RI.1.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.2.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

4.RI.2.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RL.2.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RI.3.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Writing Standards:

4.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

4.W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4.W.2.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.W.2.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4.W.2.6 - 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.

4.W.3.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

4.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Learning Targets:

- a. Describe the characteristics of an engaged reader/writer.
- b. Communicate effectively as a reader/writer (Talk Moves).
- c. Distinguish between fiction and nonfiction (genre).
- d. Describe what the text says explicitly.
- e. Draw logical inferences, noting reasons and evidence that support.
- f. Identify characters/traits.
- g. Identify how a character changes over time.
- h. Compare and contrast characters (character interactions).
- i. Identify the elements of a story (setting, plot, problem/solution, sequence).
- j. Determine the meaning of academic and specific vocabulary in a text using context clues.
- k. Identify a narrator's point of view.
- l. Determine how setting/historical context influence point of view.

Writing Learning Targets:

- m. Develop a writing routine.
- n. Establish a purpose for writing (people, places, things).
- o. Develop narrative components (character, plot, setting, sequence of events).
- p. Use effective dialogue to communicate a character's response.
- q. Use descriptive details (sensory, show not tell).
- r. Introduce a topic.
- s. State an opinion/main idea using reasons and evidence from the text.
- t. Create an organizational structure, grouping ideas logically.
- u. Provide logically ordered reasons/evidence that are supported by facts and details.
- v. Link opinion and reasons/evidence using words, phrases, and clauses.
- w. Use precise language and domain specific vocabulary.
- x. Provide a conclusion.
- y. Use teacher-provided template or graphic organizer.
- z. Publish a piece of writing.

Materials:

- Guiding Readers and Writers (Fountas and Pinnell)
- Comprehension Connections (McGregor)
- Reading Essentials (Routman)
- Strategies That Work (Harvey)
- The Conferring Keystone
- Self-Reflection Reading Rubric
- Character Trait Graphic Organizers

Anchor Texts (Fiction)

- Skippy Bones
- Fourth Grade Rats
- Roxie
- Tales of a Fourth Grade Nothing
- Memory String

Anchor Texts (Nonfiction)

- Pencil Article: Science and Engineering
- The Real McCoy
- Karl Benz Article

Lesson	Learning Targets	Description	Materials/Texts
1 5 days	a, b, c, m, n	<u>What is reading/writing workshop?</u> <ul style="list-style-type: none"> • Looks Like/Sounds Like • Setting Goals • How to come to (and leave) the gathering area • Communicating with a partner • Library Procedures/Organization, Choosing/Abandoning Books • Fiction/Non-Fiction, Genre 	<u>The Important Book</u> <u>Guiding Readers and Writers</u> p. 143 Various Anchor Charts
1b	m, n	<u>Generating Ideas for Writing</u> <ul style="list-style-type: none"> • Heart Map • People, Places, Things • First and Last • Five Things 	<u>Awakening the Heart</u> <u>The Important Book</u> <u>Memory String</u>
2 6 days	a, b, c, m, n, y	<u>What is a wise reader/writer?</u> <ul style="list-style-type: none"> • Setting up your toolkit (and notebooks) • Building stamina • Setting reading goals • Tracking your reading • Writing in response to reading • Growth Mindset (www.youcubed.org) 	<u>Reading Essentials</u> p. 20 <u>The Conferring Keystone</u> pp. 25-26 <u>Wilma Unlimited</u> <u>Spirit of Endurance</u> <u>Sky Boys</u> <u>The Raft</u> <u>Gotta Go, Gotta Go</u>
3 4 days	e, y	<u>What is metacognition?</u> <ul style="list-style-type: none"> • Reading is thinking <ul style="list-style-type: none"> ○ Salad bowl ○ Wordless books ○ Thinking stems • What is schema? • Questioning Strategies <ul style="list-style-type: none"> ○ Thick vs. Thin ○ QAR Strategies • What is inferencing? 	<u>Comprehension Connections</u> p. 12+ Various picture books to introduce, Anchor texts to reinforce Graphic Organizers
3b	n, o, p, q, t, u, w, x	<u>Choosing Entries and Drafting</u> <ul style="list-style-type: none"> • Leads • Transitions • Dialogue • Stretching the Moment • Conclusions 	Anchor Texts
4 7 days	d, e, f, g, h, k, l, y	<u>Getting to Know Characters</u> <ul style="list-style-type: none"> • Identifying traits and supporting evidence <ul style="list-style-type: none"> ○ Feelings, Actions, Thoughts, Dialogue (FATD) • Comparing characters (e.g., Roxie and Skinny Bones) 	Anchor Texts <u>Changes for Kirsten</u> <u>Elijah McCoy, Karl Benz</u>

		<ul style="list-style-type: none"> • How characters change over time • Understanding the narrator's point of view with evidence 	
4b	z	<u>Revising, Editing, Publishing</u> (See language standards) <ul style="list-style-type: none"> • Using the Narrative Writing Rubric • Revise with partners 	Narrative Writing Rubric
5 5 days	i, j	<u>Summarizing</u> <ul style="list-style-type: none"> • Identify the elements of a story (SWBTSF) • Write a summary, including all story elements 	Graphic Organizer
6 5 days	d, e, f, g, k, r, s, v, y	<u>How does a reader/writer support his/her opinion?</u> <ul style="list-style-type: none"> • Recognize a point of view from an article or text • Identify supporting evidence of that point of view • Formulate an opinion statement that includes supporting evidence 	Roxie/Suds and Alex: <i>Who would you rather have as a friend?</i>