# Grade 4 Unit 3

Boxes and Bullets: Personal and Persuasive Essays

## Overarching Unit Learning Targets

| All Sessions | **W.4.1**<br>We are learning to write about our opinions.<br>We are looking for opinion writing that includes:<br>• an introduction that states the topic or text (e.g., book/article)<br>• the writer’s opinion<br>• related ideas grouped together<br>• reasons supported by facts and details<br>• words and phrases to link the opinion and the reasons<br>a conclusion that ties the piece together | **W.4.5**<br>We are learning to use feedback to improve our writing.<br>We are looking for improvements we’ve made to our writing based on suggestions from others |

## Additional Session Learning Targets

| Session 1 | **W.4.4**<br>We are learning to adapt our writing for different situations.<br>We are looking for writing that is matched to the:<br>• task (letter, response to prompt, answering a question, report, story, assessment)<br>• purpose (inform, explain, persuade, entertain)<br>• audience (another child, friend, adult) | **Language (Conventions)** | **Reading** |

G4 Writing Unit 3 6-23-14
### Session 2

**W.4.3**
We are learning to write narratives about real events (memoir) or imagined events (fictional).

We are looking for writing that includes:
- Introduction and conclusion
- Clear event sequence with transitional words and phrases
- Descriptive details including:
  - Characters’ thoughts, words, and actions
  - Specific nouns, adjectives, action verbs and adverbs
  - Dialogue
  - Sensory details

### Session 8

**W.4.3**
We are learning to write narratives about real events (memoir) or imagined events (fictional).

We are looking for writing that includes:
- Introduction and conclusion
- Clear event sequence with transitional words and phrases
- Descriptive details including:
  - Characters’ thoughts, words, and actions
  - Specific nouns, adjectives, action verbs and adverbs
  - Dialogue
  - Sensory details
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<th>Session 9</th>
<th>W.4.7</th>
<th>L.4.2</th>
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<tbody>
<tr>
<td><strong>We are learning to build knowledge about a topic.</strong>&lt;br&gt;We are looking for a research process that includes:&lt;br&gt;• asking questions about a topic searching for and gathering information to help answer those questions</td>
<td><strong>We are learning to write with conventions.</strong>&lt;br&gt;We are looking for writing that has appropriate:&lt;br&gt;• capitalization&lt;br&gt;• commas&lt;br&gt;• quotation marks to show when someone is speaking or when quoting from a text&lt;br&gt;• spelling (consulting references as needed)</td>
<td><strong>L.4.3</strong>&lt;br&gt;We are learning how to appropriately use language and appropriate conventions in different situations.&lt;br&gt;We are looking for:&lt;br&gt;• specific words and phrases to present a specific message&lt;br&gt;• specific use of punctuation for effect (commas, parentheses, exclamation mark)&lt;br&gt;• appropriate language</td>
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| Session 11 | **L4.3**  
We are learning how to appropriately use language and appropriate conventions in different situations.  
We are looking for:  
• specific words and phrases to present a specific message  
• specific use of punctuation for effect (commas, parentheses, exclamation mark)  
• appropriate language and convention use in formal situations (e.g., school assignments, adult interaction, presentations)  
• appropriate language and convention use in informal situations (e.g., with family or friends, discussions, texting) |
| Session 12 | **W.4.2**  
We are learning to write informative/explanatory pieces.  
We are looking for informative/explanatory writing that includes:  
- an introduction that states the topic  
- a topic developed with facts, definitions, specific details, quotations and other information  
- related ideas grouped together in paragraphs or sections  
- words and phrases that link ideas within categories (e.g., another, for example, also, because)  
- formatting (e.g., headings), illustrations and multimedia to enhance the reader’s understanding  
- vocabulary that is specific to the topic  
- a conclusion that ties the piece together |

| Session 14 | **L.4.2**  
We are learning to write with conventions.  
We are looking for writing that |
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<td>• spelling (consulting references as needed)</td>
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**L.4.3**

We are learning how to appropriately use language and appropriate conventions in different situations. We are looking for:

- specific words and phrases to present a specific message
- specific use of punctuation for effect (commas, parentheses, exclamation mark)
- appropriate language and convention use in formal situations (e.g., school assignments, adult interaction, presentations)
- appropriate language and convention use in
informal situations (e.g., with family or friends, discussions, texting)

**L.4.5**
We are learning that the meaning of some words and phrases (figurative meaning) is different than the literal meaning.

When reading or listening, we are looking for the:

- meanings of similes and metaphors
- meanings of common sayings (idioms, adages, proverbs)
- meanings of words by comparing them to words that are similar (synonyms) and/or opposite (antonyms)
| Session 15 | L.4.2  
We are learning to write with conventions.  
We are looking for writing that has appropriate:  
- capitalization  
- commas  
- quotation marks to show when someone is speaking or when quoting from a text  
- spelling (consulting references as needed)  

L.4.3  
We are learning how to appropriately use language and appropriate conventions in different situations.  
We are looking for:  
- specific words and phrases to present a specific message  
- specific use of punctuation for effect (commas, parentheses, exclamation mark)  
- appropriate language and
| Session 16 | **W.4.5**  
We are learning to use feedback to improve our writing. We are looking for improvements we’ve made to our writing based on suggestions from other. | **L.4.3**  
We are learning how to appropriately use language and appropriate conventions in different situations. We are looking for:  
- specific words and phrases to present a specific message  
- specific use of punctuation for effect (commas, parentheses, exclamation mark)  
- appropriate language and convention use in formal situations (e.g., school assignments, adult interaction, presentations)  
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**L.4.4**  
We are learning how to appropriately use language and appropriate conventions in different situations. |
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<tr>
<th>Session 18</th>
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We are looking for:

- specific words and phrases to present a specific message
- specific use of punctuation for effect (commas, parentheses, exclamation mark)
- appropriate language and convention use in formal situations (e.g., school assignments, adult interaction, presentations)
- appropriate language and convention use in informal situations (e.g., with family or friends, discussions, texting)
### Session 20

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  - use of technology to interact and collaborate with others (email, blogs, multimedia) | We are learning to write with conventions. We are looking for writing that has appropriate:  
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  - quotation marks to show when someone is speaking or when quoting from a text  
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  - specific words and phrases to present a specific message  
  - specific use of punctuation for effect (commas, parentheses, exclamation mark)  
  - appropriate language |

G4 Writing Unit 3 6-23-14
| and convention use in formal situations (e.g., school assignments, adult interaction, presentations) appropriate language and convention use in informal situations (e.g., with family or friends, discussions, texting) |
### Overarching Unit Learning Targets

| All Sessions | **W.4.3**  
We are learning to write narratives about real events (memoir) or imagined events (fictional).  
We are looking for writing that includes:  
- Introduction and conclusion  
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  - Dialogue  
  - Sensory details  

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We are learning to use feedback to improve our writing.  
We are looking for improvements we’ve made to our writing based on suggestions from others |
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**W.4.4**
We are learning to adapt our writing for different situations.
We are looking for writing that is matched to the:
- task (letter, response to prompt, answering a question, report, story, assessment)
- purpose (inform, explain, persuade, entertain)
- audience (another child, friend, adult)

**W.4.5**
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## Additional Session Learning Targets

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<th>Writing</th>
<th>Language (Conventions)</th>
<th>Reading</th>
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<tr>
<td>L.4.3</td>
<td>We are learning how to appropriately use language and appropriate conventions in different situations.</td>
<td>RL.4.3</td>
<td>We are learning to describe in <strong>depth</strong> the events, characters and setting in a story or drama.</td>
</tr>
<tr>
<td>Session 6</td>
<td>L4.3</td>
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<td>We are looking multiple examples or details from the text that <strong>fully</strong> describe:</td>
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<td>• Important events</td>
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<td>• Characters (thoughts, words, and actions)</td>
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<td>Setting</td>
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| We are looking for: |
| • specific words and phrases to present a specific message |
| • specific use of punctuation for effect |

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G4 Writing Unit 1 6-23-14
| Session 11 | **L.4.2**  
We are learning to write with conventions.  
We are looking for writing that has appropriate:  
• capitalization  
• commas  
• quotation marks to show when someone is speaking or when quoting from a text  
• spelling (consulting references as needed) | **L.4.3**  
We are learning how to |
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**Grade 4 Unit 2**

The Arc of Story: Writing Realistic Fiction
Grade 4 Unit 2

The Arc of Story: Writing Realistic Fiction

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- specific message
- specific use of punctuation for effect (commas, parentheses, exclamation mark)
- appropriate language and convention use in formal situations (e.g., school assignments, adult interaction, presentations)
- appropriate language and convention use in informal situations (e.g., with family or friends, discussions, texting)
- of common sayings (idioms, adages, proverbs)
- meanings of words by comparing them to words that are similar (synonyms) and/or opposite (antonyms)
### L.4.3

We are learning how to appropriately use language and appropriate conventions in different situations.

We are looking for:

- specific words and phrases to present a specific message
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