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| **Grade 4****Unit Overview*****Bringing History to Life*** |
| **Focus Teaching Points** | * Developing a plan for informational books
* Planning the structure of writing
* Using a known repertoire of strategies in a new context for writing
* Rehearsing for writing by actually teaching about the topic
* Elaborating by including details that help readers picture what happened long ago
* Including character, setting, and conflict to bring the information alive
* Researching facts to develop and support the ideas of the topic
* Developing a research plan
* Note-taking in a way that represents understanding, not just copying information
* Drafting information books by drawing on all the writer knows
* Developing a logical structure using introductions and transitions
* Using text features to highlight important information
* Adding quotations to accentuate a central idea
* Using knowledge of other genres to craft chapters for specific information
* Addressing more than one side of a story
* Self-assessment and goal setting to take on new writing challenges
* Writing and developing our own ideas about the information found in research
* Conveying larger ideas about a people, a nation, and a time
* Using confusions to guide research
* Creating possible answers to questions that are raised in research
* Preparing and sharing writing with an audience, teaching the audience about the topic
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| **Key CCSS Standards** | ***Writing Standards******(W)**** *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*

***Reading for Information Standards (RI)**** *1, 2, 3, 5, 9*

***Language Standards (L)**** *1, 2, 3, 4, 5, 6*
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| **Bends in the Road** | * Organizing and writing informational books
* Writing with greater independence
* Building ideas in informational writing
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| **Recommended Professional Resource(s) to Guide Instruction** | * *Bringing History to Life* by Lucy Calkins and Anna Gratz Cockerillefrom the *Units of Study in Opinion, Information, and Narrative Writing* (2013)
* Online resources at [heinemann.com](http://www.heinemann.com/)
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| **Recommended Anchor/Mentor Texts** | See the student writing samples available for this unit at [heinemann.com](file:///C%3A%5CUsers%5Ckstack%5CDownloads%5Cheinemann.com). Samples of students’ final books are found under Session 23. |
| **Tips for the Unit** | * Students will be writing about the research they conduct in the reading workshop unit, *Reading History*. **If you are teaching this unit with content related to the American Revolution,** the [Heinemann](http://www.heinemann.com) website has a User’s Guide to support the teaching of reading and writing. This can be found under the Reading History tab. It is important that students are researching from print and digital resources, including images, artifacts, and videos.
* **If you are teaching this unit with content related to Native Americans**, the [Heinemann](http://www.heinemann.com) website will be useful in providing general materials aimed at supporting students in writing (anchor charts, student examples, learning progressions, checklists, etc.).  However, you will want to use content examples that correlate with the Native American study, rather than the American Revolution, as you will do in the reading workshop unit.  It is important that primary sources and accounts told *by* Native Americans (not just *about* Native Americans) be included.
* In planning for both the reading and writing units, you will probably want to begin the reading unit a few days prior to the writing unit, to give students a short bit of time to research before they begin writing. They will not need long, however.
* During this time in the writing workshop, you can begin with a [baseline, on-demand writing prompt](http://ppsgrade4.weebly.com/assessment2.html), asking students to show you all they know about information writing. You can then spend a few days reminding students of all they know from Kindergarten and Grades 1 – 3 about information writing using topics of personal expertise. You may want to borrow 1 or 2 anchor charts from grade 3 for this purpose and allow students a few days of writing entries in notebooks with a few specific teaching points designed to help students tap into this prior knowledge (considering a topic about which they could teach someone else, generating the “tables of contents” to represent the parts they could teach, writing drafts of some of the chapters). Students need not complete an entire piece necessarily; rather they should use this time to focus their writing work on informational text.
* As always, we recommend reading the “Welcome to the Unit” section of the unit, on pages vi – ix, to gather a general sense of the unit, particularly since this unit aligns so well with the reading workshop unit.
* The first part of this unit focuses on applying students’ knowledge of writing informational text, as well as narratives and essays, to writing a text that teaches about the history research writers are conducting. See pages vi and vii for more on this bend.
* In the corresponding reading unit, it is suggested that you use both the reading and writing workshops to prepare for the debate in the **reading workshop unit’s** Bend II, since it involves a lot of opinion writing. Keep this in mind as you plan out these two units.
* The last part of this unit supports students in how authors use structure and text features to highlight what is most important in their writing. Although the unit assumes students are studying a subtopic of their original research, this will still work if your students are studying a different tribe. See page vii for more on this bend. Be sure to check out the new resources on [heinemann.com](http://www.heinemann.com) to support your teaching of these sessions. You will find anchor charts that look like the sticky note anchor charts you have for the reading workshop, as well as illustrated writing checklists (under the WRITING PATHWAYS tab), rubrics, and student writing samples. Use the rubrics and checklists to provide you with lenses for looking at your students’ writing and to help you decide which teaching points may need more emphasis at different points in the unit.
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| **Materials and Resources** | Each student: * Writer’s Notebook (preferably hard bound composition book that students personalize) divided into sections, such as: *Writing Ideas* (e.g. lists for generating seed ideas); *Try Its* (for minilesson exercises), *Writing* (this section can be labeled by genre or unit to house all entries students write in a particular unit and from which students can select ideas to draft longer outside of the notebook)
* Writing folder for drafts and any reference materials (e.g. high frequency words)
* Reader’s notebooks and folders containing research notes from the reading workshop unit

Teacher:* Writer’s Notebook for modeling
* Teacher-generated writing for modeling
* Anchor charts from grade 3 focusing on information writing
* Anchor charts specific to the writing of information from research, found on [heinemann.com](http://www.heinemann.com).
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| **Assessment** | * [Information Writing Prompt, Rubrics, Checklists, Learning Progressions](http://ppsgrade4.weebly.com/assessment2.html)
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| **Celebrations** | * The work of this unit is celebrated in an “expert fair,” at which students will be given the opportunity to teach others about the topic they have researched.
* See pages 197 – 198 for more specific ideas; to prepare for this celebration, you may want to do some work with speaking skills. See the [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html) page on the Literacy Coach website for more resources on this.
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