

Grade 4 Writing	Unit 1:		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> <li>1. Who needs or wants to know what I know?</li> <li>2. Why do they need to know what I know?</li> <li>3. How/where does the writer state his/her purpose?</li> <li>4. What is the voice/tone of the piece?</li> <li>5. Why are transitions important?</li> <li>6. What are some ideas I should include to support my focus/purpose?</li> <li>7. Have I stated with my purpose or have I included details that are not related?</li> <li>8. How do I organize information</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>W-1 Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate learning strategies in situations such as open-response questions and graphic organizers.</i></li> <li><input type="checkbox"/> <i>W-2 Use information from technology and other resources to produce writing that develops and supports independent ideas.</i></li> <li><input type="checkbox"/> <i>W-3 Write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening, observing, and/or inquiry.</i></li> <li><input type="checkbox"/> <i>W-4 Write literary pieces that show an understanding of characteristics of literary works.</i></li> <li><input type="checkbox"/> <i>W-5 Write personal pieces to communicate ideas.</i></li> <li><input type="checkbox"/> <i>W-6 Identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-04-1.1.1 In Reflective Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will evaluate personal progress toward meeting goals in literacy skills.</li> <li><input type="checkbox"/> Students will analyze needs of the intended audience.</li> <li><input type="checkbox"/> Students will use a suitable tone or appropriate voice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection</li> <li><input type="checkbox"/> Selection</li> <li><input type="checkbox"/> Letter to reviewer</li> <li><input type="checkbox"/> Personal growth</li> <li><input type="checkbox"/> Goal</li> <li><input type="checkbox"/> Influences</li> <li><input type="checkbox"/> Reasons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to tell what focus, purpose, audience, and communicate are after the teacher models this writing.</li> <li><input type="checkbox"/> Be able to distinguish between different genres after the teacher models writing pieces</li> <li><input type="checkbox"/> Use connecting words and show relationships between paragraphs</li> <li><input type="checkbox"/> Develop a 4 square. Apply what is on the 4 square to the</li> </ul>

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<p>9. What specific organizational formatting feature should I use?</p> <p>10. Is my lead appropriate for my piece?</p> <p>11. What do you notice about beginnings and endings?</p> <p>12. What do you notice about sentences and language?</p> <p>13. What kind of supporting detail does the writer use?</p> <p>14. Does my piece match the characteristics of the genre that I am writing?</p> <p>15. Does my piece match the characteristics of the genre?</p> <p>16. What was the inspiration/reas</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WR-04-1.1.2 In Personal Expressive Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate the significance of the writer’s experience by narrating about life events or relationships.</li> <li><input type="checkbox"/> Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).</li> <li><input type="checkbox"/> Students will create a point of view.</li> <li><input type="checkbox"/> Students will use a suitable tone or appropriate voice.</li> </ul> </li> <li><input type="checkbox"/> WR-04-1.1.2 In Literary Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary.</li> <li><input type="checkbox"/> Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</li> <li><input type="checkbox"/> Students will create a point of view.</li> <li><input type="checkbox"/> Students will use a suitable tone or appropriate voice.</li> <li><input type="checkbox"/> Students will apply a fictional perspective in literary writing when appropriate.</li> </ul> </li> <li><input type="checkbox"/> WR-04-1.1.3 In Transactive Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate a purpose through informing or persuading.</li> <li><input type="checkbox"/> Students will develop an effective angle to achieve purpose.</li> <li><input type="checkbox"/> Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece.</li> <li><input type="checkbox"/> Students will apply characteristics of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal writing</li> <li><input type="checkbox"/> Personal narrative</li> <li><input type="checkbox"/> Memoir</li> <li><input type="checkbox"/> Life experiences</li> <li><input type="checkbox"/> Point of view</li> <li><input type="checkbox"/> Event</li>   <li><input type="checkbox"/> Literary writing</li> <li><input type="checkbox"/> Short stories</li> <li><input type="checkbox"/> Scripts</li> <li><input type="checkbox"/> Character development</li> <li><input type="checkbox"/> Rhyme</li> <li><input type="checkbox"/> Comedy</li> <li><input type="checkbox"/> Stage directions</li> <li><input type="checkbox"/> Suspense</li> <li><input type="checkbox"/> Horror</li> </ul>	<p>Student will:</p> <p>1<sup>st</sup> draft</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classify and sort information/Marzano</li> <li><input type="checkbox"/> Listen as teacher reads literature to model wrap around endings</li> <li><input type="checkbox"/> Explode the sentence</li> <li><input type="checkbox"/> Critical thinking</li> <li><input type="checkbox"/> Recall experience</li> <li><input type="checkbox"/> Emotions (expression)</li> <li><input type="checkbox"/> School trip (Blue Licks)</li> <li><input type="checkbox"/> Show don’t tell</li> <li><input type="checkbox"/> See Bloom’s vocabulary cards</li> <li><input type="checkbox"/> Bring in newspapers, magazines, etc. to find examples of authentic forms.</li> <li><input type="checkbox"/> Bring in examples of brochures, use overhead examples</li> <li><input type="checkbox"/> Look at various materials to determine what form of transactive writing is being used. (newspapers, magazines, periodicals, videos, etc.)</li> <li><input type="checkbox"/> Justify – is this information important?</li> <li><input type="checkbox"/> See work samples of bibliography</li> <li><input type="checkbox"/> Use source cards, take notes, outline, graphic organizers.</li> <li><input type="checkbox"/> Research in the library</li> <li><input type="checkbox"/> Letter writing</li> <li><input type="checkbox"/> Book reports</li> <li><input type="checkbox"/> School newspaper</li> </ul> <p>Personal Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher reads aloud examples of personal writings.</li> <li><input type="checkbox"/> Discuss purpose, audience and how writing is focused</li> </ul>

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<p>on for writing this piece?</p> <p>17. What is an authentic form of writing do you see in publication in the real world?</p> <p>18. Do I need to provide documentation for any of my information?</p> <p>19. What kind of supporting details should I use?</p> <p>20. What type writing does the prompt call for?</p> <p>21. And what from is the writing to take?</p>	<p>selected form (e.g., letter, feature article).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will use a suitable tone.</li> <li><input type="checkbox"/> Students will allow voice to emerge when appropriate.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-04-1.2.1 In Reflective Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will describe own literacy skills, strategies, or processes.</li> <li><input type="checkbox"/> Students will analyze own decisions.</li> <li><input type="checkbox"/> Students will evaluate own strengths and areas of growth.</li> <li><input type="checkbox"/> Students will support claims about self.</li> </ul> </li> <li><input type="checkbox"/> WR-04-1.2.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate theme/main idea through use of literary elements appropriate to the genre:                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate.</li> <li><input type="checkbox"/> Students will develop plot/story line appropriate to the form.</li> <li><input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, or feeling.</li> </ul> </li> <li><input type="checkbox"/> Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</li> <li><input type="checkbox"/> Students will incorporate reflection when appropriate.</li> </ul> </li> <li><input type="checkbox"/> WR-04-1.2.3 In Transactive Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate relevant information to clarify a specific purpose.</li> <li><input type="checkbox"/> Students will develop an angle with support (e.g., facts, examples, reasons,</li> </ul> </li> </ul>		<p>on one event or memory.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have students identify tone of each example of personal writing.</li> <li><input type="checkbox"/> Describe an event or p3erson that was significant in your life using a graphic organizer (4-square), prewriting.</li> <li><input type="checkbox"/> Create a rough draft of a narrative or memoir.</li> <li><input type="checkbox"/> Revise draft by adding writing strategies ex: (sensory details, simile, strong verbs, transitions, thought shots, dialogue, voice and tone).</li> <li><input type="checkbox"/> Publish piece using Word Processor.</li> </ul> <p>Literary Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher reads aloud examples of short stories, poems and play.</li> <li><input type="checkbox"/> Students will participate in plays, oral story telling and discussion and demonstrations by published authors.</li> </ul>

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	<p>comparisons, diagrams, charts, other visuals).</p> <ul style="list-style-type: none"> <li>❑ Students will develop explanations to support the writer’s purpose.</li> <li>❑ Students will apply research to support ideas with facts and opinions.</li> <li>❑ Students will incorporate persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion).</li> </ul> <ul style="list-style-type: none"> <li>❑ WR-04-2.3.1 In Reflective Writing,                             <ul style="list-style-type: none"> <li>❑ Students will engage the interest of the reader.</li> <li>❑ Students will communicate ideas and details in meaningful order.</li> <li>❑ Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</li> <li>❑ Students will create conclusions effectively.</li> </ul> </li> <li>❑ WR-04-2.3.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li>❑ Students will engage the interest of the reader.</li> <li>❑ Students will communicate ideas and details in meaningful order.</li> <li>❑ Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</li> <li>❑ Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</li> <li>❑ Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will create conclusions effectively.</li> <li><input type="checkbox"/> WR-04-2.3.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will engage the interest of the reader.</li> <li><input type="checkbox"/> Students will communicate ideas and details in meaningful order.</li> <li><input type="checkbox"/> Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</li> <li><input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</li> <li><input type="checkbox"/> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.</li> <li><input type="checkbox"/> Students will create conclusions effectively.</li> </ul> </li> <li><input type="checkbox"/> WR-04-2.3.3 In Transactive Writing,                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will establish a context for reading.</li> <li><input type="checkbox"/> Students will apply the accepted format of the genre.</li> <li><input type="checkbox"/> Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</li> <li><input type="checkbox"/> Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</li> <li><input type="checkbox"/> Students will incorporate text features (e.g., subheadings, bullets, fonts, white</li> </ul> </li> </ul>		

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	<p>space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</p> <ul style="list-style-type: none"> <li>❑ Students will create conclusions effectively.</li> <li>❑ WR-04-2.4.1 In Reflective Writing,                             <ul style="list-style-type: none"> <li>❑ Students will develop sentences of various structures and lengths.</li> <li>❑ Students will develop complete sentences or apply unconventional structures when appropriate.</li> </ul> </li> <li>❑ WR-04-2.4.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li>❑ Students will develop sentences of various structures and lengths.</li> <li>❑ Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</li> <li>❑ Students will arrange poetic language in meaningful order.</li> <li>❑ Students will apply poetic line breaks effectively.</li> </ul> </li> <li>❑ WR-04-2.4.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li>❑ Students will develop sentences of various structures and lengths.</li> <li>❑ Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</li> <li>❑ Students will arrange poetic language in meaningful order.</li> <li>❑ Students will apply poetic line breaks effectively.</li> </ul> </li> <li>❑ WR-04-2.4.3 In Transactive Writing,                             <ul style="list-style-type: none"> <li>❑ Students will develop complete, concise</li> </ul> </li> </ul>		

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	<p>sentences or apply unconventional structures when appropriate.</p> <ul style="list-style-type: none"> <li>❑ WR-04-3.5.1 In Reflective Writing,                             <ul style="list-style-type: none"> <li>❑ Students will adhere to standard guidelines for grammar and usage.</li> <li>❑ Students will apply language concisely.</li> <li>❑ Students will incorporate language appropriate to the content, purpose, and audience.</li> </ul> </li> <li>❑ WR-04-3.5.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li>❑ Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect.</li> <li>❑ Students will incorporate language based on economy, precision, richness, or impact on the reader.</li> <li>❑ Students will develop ideas through descriptive or figurative language.</li> </ul> </li> <li>❑ WR-04-3.5.2 In Personal Expressive/Literary Writing,                             <ul style="list-style-type: none"> <li>❑ Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect.</li> <li>❑ Students will incorporate language based on economy, precision, richness, or impact on the reader.</li> <li>❑ Students will develop ideas through descriptive or figurative language.</li> </ul> </li> <li>❑ WR-04-3.5.3 In Transactive Writing,                             <ul style="list-style-type: none"> <li>❑ Students will adhere to standard guidelines for usage and grammar.</li> <li>❑ Students will apply precise word choice.</li> <li>❑ Students will incorporate the specialized vocabulary of the discipline/content</li> </ul> </li> </ul>		

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	<p>appropriate to the purpose and audience.</p> <p><b><u>Idea Development</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.10.4-Students will identify the topic sentence/main idea of a paragraph.</li> <li>❑ WR-04-4.10.5- Students will select appropriate supporting details.</li> <li>❑ WR-04-4.10.6- Students will identify extraneous materials.</li> </ul> <p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.10.7-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</li> <li>❑ WR-04-4.10.8-Students will identify the most effective transitions.</li> <li>❑ WR-04-4.10.9-Students will develop effective introductions and closures for writing.</li> </ul> <p><b><u>Word Choice</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.10.10-Students will eliminate redundant words and phrases.</li> <li>❑ WR-04-4.10.11-Students will choose the most specific word for use in a sentence.</li> </ul> <p><b><u>Editing Skills - Language Usage</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.11.12-Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</li> <li>❑ WR-04-4.11.13-Students will apply knowledge of present, past, and future verb tenses.</li> <li>❑ WR-04-4.11.14-Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</li> <li>❑ WR-04-4.11.15-Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/ there/they're), pronoun</li> </ul>		

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	<p>references, and double negatives.</p> <p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.11.16-Students will correct run-on or awkward sentences.</li> <li>❑ WR-04-4.11.17-Students will correct sentence fragments.</li> <li>❑ WR-04-4.11.18-Students will combine short, choppy sentences effectively.</li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.11.19-Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.</li> <li>❑ WR-04-4.11.20-Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</li> <li>❑ WR-04-4.11.21-Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</li> <li>❑ WR-04-4.11.22-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</li> </ul> <p><b><u>Capitalization</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.11.23-Students will capitalize proper nouns (e.g., names, days, months).</li> <li>❑ WR-04-4.11.24-Students will capitalize the beginning of sentences.</li> <li>❑ WR-04-4.11.25-Students will capitalize the pronoun “I”.</li> <li>❑ WR-04-4.11.26- Students will capitalize proper adjectives.</li> <li>❑ WR-04-4.11.27 - Students will capitalize first word in a quote when appropriate.</li> <li>❑ WR-04-4.11.28-Students will capitalize the</li> </ul>		

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	<p>first word and every succeeding main word in a title.</p> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.11.29-Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</li> <li>❑ WR-04-4.11.30-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter.</li> <li>❑ WR-04-4.11.31-Students will use beginning and ending quotation marks in dialogue and titles.</li> <li>❑ WR-04-4.11.32-Students will use apostrophes in possessives and contractions.</li> <li>❑ WR-04-4.11.33-Students will use periods in abbreviations and acronyms.</li> </ul> <p><b><u>Documentation</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-04-4.11.34 Students will document use of sources.</li> </ul> <p><b><u>Publishing</u></b></p> <ul style="list-style-type: none"> <li>❑ WR-E-4.12.0Sharing final piece with intended audience.</li> </ul>		