

Grade level: 4

Course Title: Writing

Time Allotment: 7 Weeks

Topic/Concept: Personal Narrative and Raising the Level of Narrative Writing

Unit Sequence: 1

Major Concepts to be learned:

1. Identify the features of a narrative and steps of the writing process (prewrite, draft, revise, edit, publish)
2. Analyze voice and word choice in a narrative
3. Add details and narrow a topic to make writing interesting
4. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Analyze a narrative literature model
2. Narrow a topic, generate questions, and use a story mountain to plan a personal narrative
3. Use paragraphing and elaboration to draft a personal narrative
4. Use grade-level mechanics and conventions
5. Self-and peer-assess and publish a final version of the personal narrative
6. Identify and write declarative, interrogative, imperative, exclamatory sentences, and subjects and predicates

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

Direct instruction	Peer tutoring	<ul style="list-style-type: none">• Teacher observation• Student self-assessment and peer evaluation checklists• Individual Conferencing• Notebook check• Personal Narrative Skills Rubric
Group discussion	Guided practice	
Oral/Written Practice	Cooperative learning	
Modeling/Demonstrating	Read aloud trade books	
Individual/group practice	Use of writing notebooks	
Author Pieces/Student examples	Graphic Organizers	
Charts		

Grade level: 4

Course Title: Writing

Topic/Concept: Personal Essay

Time Allotment: 5 Weeks

Unit Sequence: 2

Major Concepts to be learned:

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| <ol style="list-style-type: none"> 1. Differences between narrative and non-narrative writing 2. Write paragraphs that connect to a central idea, five-paragraph format 3. Organize writing in a logical order using the writing process and graphic organizers 4. Develop and enforce basic grammar skills through Daily Oral Language |
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Expected Skills to be demonstrated:

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| <ol style="list-style-type: none"> 1. Craft thesis statements 2. Construct subordinate thoughts with details and examples using an outline format 3. Advance a theme of personal significance 4. Create cohesion in drafts using repeated phrases, transitions, and logically sequenced information with a strong introduction and conclusion 5. Check sentence structure and proofread with checklists 6. Identify and write compound subjects/predicates, simple/compound sentences, prepositional phrases, clauses, and complex sentences |
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PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

Direct instruction Group discussion Oral/Written Practice Modeling/Demonstrating Individual/group practice Author Pieces/Student examples Charts	Peer tutoring Guided practice Cooperative learning Use of writing notebooks Graphic Organizers	<ul style="list-style-type: none"> • Teacher observation • Student self-assessment and peer evaluation checklists • Individual Conferencing • Notebook check • Personal Essay Skills Rubric
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Grade level: 4

Course Title: Writing

Topic/Concept: Realistic Fiction

Time Allotment: 5 Weeks

Unit Sequence: 3

Major Concepts to be learned:

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| <ol style="list-style-type: none"> 1. Create an original character 2. Place character in realistic setting with problem/solution 3. Reinforce narrative structure and analyze a model of a story 4. Develop and enforce basic grammar skills through Daily Oral Language |
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Expected Skills to be demonstrated:

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| <ol style="list-style-type: none"> 1. Narrow a topic, generate questions, and use a story map to plan a story 2. Introduce story elements and write dialogue to draft a story 3. Revise by adding details 4. Check dialogue and proofread | <ol style="list-style-type: none"> 5. Self- and peer-assess with grade-level mechanics 6. Label and identify nouns (common/proper, singular/plural, possessive) and pronouns/antecedents |
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PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

<ul style="list-style-type: none"> Direct instruction Group discussion Oral/Written Practice Modeling/Demonstrating Individual/group practice Author Pieces/Student examples Charts 	<ul style="list-style-type: none"> Peer tutoring Guided practice Cooperative learning Realistic Fiction mentor texts Use of writing notebooks Graphic organizers 	<ul style="list-style-type: none"> Teacher observation Student self-assessment and peer evaluation checklists Individual Conferencing Notebook check Realistic Fiction Skills Rubric
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Grade level: 4

Course Title: Writing

Topic/Concept: Content Area Writing

Time Allotment: 5 Weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Note-taking and outlining skills
2. Non-fiction text features; headings, diagrams, photographs, captions
3. Read and understand in the content area (Science or Social Studies)
4. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Identify text features of expository nonfiction
2. Record and organize information from a variety of reference sources
3. Use outlines and annotated sketches to organize information and write paragraphs
4. Add personal thoughts, voice, and style to written text
5. Research an animal native to Pennsylvania
6. Proofread for grammar, punctuation, capitalization, and spelling
7. Identify and write subject/object pronouns, adjectives, and articles

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

Direct instruction	Peer tutoring	<ul style="list-style-type: none">• Teacher observation• Student self-assessment and peer evaluation checklists• Individual Conferencing• Notebook check• Content Area Skills Rubric
Group discussion	Guided practice	
Oral/Written Practice	Cooperative learning	
Modeling/Demonstrating	Typing and researching skills	
Individual/group practice	Various PA animals books	
Author Pieces/Student examples	Use of writing notebooks	
Charts	Graphic organizers	

Grade level: 4

Course Title: Writing

Topic/Concept: Poetry

Time Allotment: 5 Weeks

Unit Sequence: 5

Major Concepts to be learned:

1. Begin to use literary devices and literary elements (simile, metaphor, alliteration, onomatopoeia, idioms, exaggeration, etc)
2. Exposure to many styles of poetry and poets
3. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Analyze the craft of a poem; structure and format, interpret meaning
2. Create narrative poems that include literary elements and vivid descriptions
3. Write with an awareness of the stylistic aspects of poetry
4. Revise and edit poetry to improve detail, order, and conventions of writing
5. Identify and write verbs (main, helping, action, and linking), and correct tenses (past, present, and future)

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

Direct instruction	Peer tutoring	<ul style="list-style-type: none">• Teacher observation• Student self-assessment and peer evaluation checklists• Individual Conferencing• Notebook check• Poetry Skills Rubric
Group discussion	Guided practice	
Oral/Written Practice	Cooperative learning	
Modeling/Demonstrating	Poetry centers	
Individual/group practice	Variety of poetry books	
Author Pieces/Student examples	Use of writing notebooks	
Charts	Graphic organizers	

Grade level: 4

Course Title: Writing

Topic/Concept: Literary Essay

Time Allotment: 5 Weeks

Unit Sequence: 6

Major Concepts to be learned:

1. Write within the structure of a five paragraph essay
2. Read closely and write thoughtfully about literature
3. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Express the writer's opinions about the literature
2. Organize ideas to include in a response to literature
3. Create strong thesis statements
4. Support thesis statements with text-based evidence
5. Construct five-paragraph outline to format thoughts
6. Write with strong verbs (irregular), use contractions and introduce adverbs

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

Direct instruction Group discussion Oral/Written Practice Modeling/Demonstrating Individual/group practice Author Pieces/Student examples Charts	Peer tutoring Guided practice Cooperative learning Short literary texts Use of writing notebooks Graphic Organizers	<ul style="list-style-type: none">• Teacher observation• Student self-assessment and peer evaluation checklists• Individual Conferencing• Notebook check• Literary Essay Skills Rubric
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Grade level: 4

Course Title: Writing

Topic/Concept: Memoir/Independent Writing

Time Allotment: 3 Weeks

Unit Sequence: 7

Major Concepts to be learned:

1. Discuss and display definitions of “memoir”
2. Write with focus, detail, organization, style, and voice
3. Enforce basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Tell and retell personal experiences
2. Express ideas and feelings with increasing clarity, fluency, and sentence variation.
3. Identify and describe literary elements
4. Develop author’s craft (word choice, figurative language, dialogue..)
5. Use grade-level appropriate mechanics and conventions
6. Punctuation and grammar skills round up (review and implement previously taught grammar skills)

PA Standards/Anchors:

Eligible Content:

1.4.5	1.4.5.A	1.5.5.C	1.5.5F
1.5.5	1.5.5.A	1.5.5D	
	1.5.5.B	1.5.5E	

Instructional Strategies:

Assessments:

Direct instruction	Peer tutoring	<ul style="list-style-type: none">• Teacher observation• Student self-assessment and peer evaluation checklists• Individual Conferencing• Notebook check• Memoir/Independent Writing Skills Rubric
Group discussion	Guided practice	
Oral/Written Practice	Cooperative learning	
Modeling/Demonstrating	Use of writing notebooks	
Individual/group practice	Graphic organizers	
Author Pieces/Student examples	Picture books-genre/Memoir	
Charts		