



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 4

Content Area and/or Course Title: Writing

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Launching the Writing Workshop	3 weeks	<p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.10. - Students 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.</p> <p>SL.4.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4. - Students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.2b. - Students use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.5c. - Students demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

<p>Essays Honing in on Thoughts</p>	<p>4 weeks</p>	<p>W.4.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.8. - Students 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.</p> <p>W.4.10. - Students 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.</p> <p>SL.4.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4. - Students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6. - Students differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.5a. - Students explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context</p> <p>L.4.5c. - Students demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<p>Building on Narratives</p>	<p>5 weeks</p>	<p>W.4.3. - Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p>

		<p>W.4.8. - Students 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.</p> <p>W.4.10. - Students 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.</p> <p>SL.4.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4. - Students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
Nonfiction Cause/Effect	4 weeks	<p>W.4.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.8. - Students 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.</p> <p>L.4.1f. - Students produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2.a. - Students use correct capitalization</p> <p>L.4.2b. - Students use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
Opinion Writing	3 weeks	<p>W.4.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.7. - Students conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W.4.8. - Students 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.</p> <p>W.4.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>

		<p>or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.4. - Students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6. - Students differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.5c. - Students demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<p>More Nonfiction Problem/Solution</p>	<p>4 weeks</p>	<p>W.4.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.6. - With some guidance and support from adults, students 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.</p> <p>W.4.7. - Students conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W.4.8. - Students 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.</p> <p>W.4.10. - Students 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.</p> <p>SL.4.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

Narrative Revisited	8 weeks	<p>W.4.3. - Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.4.4. - Students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. - With some guidance and support from adults, students 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.</p> <p>SL.4.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4. - Students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.3a. - Students choose words and phrases to convey ideas precisely.</p> <p>L.4.5c. - Students demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. - Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
Wrap Up	2 weeks	<p>W.4.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.4.10. - Students 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.</p> <p>SL.4.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4. - Students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>