

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Writing

Course Length: Full Year

Grade: 4th

Date Last Approved: April 13, 2016; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

As writers, fourth grade students will develop their writing craft in many genres including expository writing, journal entries, narratives, and poetry. Students will be focusing on refining their craft as well, by paying close attention to the finer details of their work, including voice, word choice and sentence fluency. Students will also work to organize writing in a way that fits the purpose of the assignment as well as the intended audience. Students will share written work using various modalities.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader’s Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):

1. Various types of texts and media are used to communicate ideas.
2. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
3. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
4. Control of mechanics and proper grammar promote effective spoken and written communication.
5. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):

1. How do writing formats influence understanding of a variety of writing genres?
2. How does what is written impact or influence readers and writers?
3. How do rules of language affect communication?
4. How does a writer choose a particular form of writing?
5. What ways can a writer’s message be impacted by punctuation and grammatical correctness or incorrectness?
6. How does understanding audience influence the way a message is communicated orally?

Learning Targets:

3. Students can produce written work for a variety of tasks, purposes and audiences. (Product) (W)
4. Students can produce written and oral language that demonstrates knowledge of conventions, grammar and the basic foundations of language. (Product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading
W=Writing
S=Speaking
L=Listening

Stage 2: Learning Plan

A. Writing

A. Definition: communicate in a written format

Standards:

CCSS: W 4.1, W 4.2, W 4.3, W 4.4, W 4.5, W 4.6, W 4.7, W 4.8, W 4.9, W 4.10, L 4.1, L 4.2, L 4.3, L 4.5

CCRA: SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9,

- B. How to write effectively:
 - a. teacher modeling
 - b. written responses
 - c. oral responses
 - d. exemplar pieces
 - e. mentor texts
- C. What tools can help us determine important ideas:
 - a. various texts
 - b. graphic organizers
 - c. multimedia
- D. Student application and reflection

W.10

Learning Targets Addressed:

Target 3, Target 4

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • develop understanding of each writing genre
Formative	knowledge reasoning product	<ul style="list-style-type: none"> • brainstorming • graphic organizers • note cards • informal conferences • drafts
Summative	product	<ul style="list-style-type: none"> • producing writing across the following genres: <ul style="list-style-type: none"> ○ Narrative ○ Expository ○ Persuasive ○ Creative Choice

A. Personal Narrative

- A. Definition: A written story including actual events.
- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. graphic organizers
 - b. notes
 - c. outlines
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards:

CCSS: W 4.3, W 4.4, W 4.5, W 4.6, W 4.10

CCRA: SL.1, SL.2, SL.3, SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 3: Students can create written work that is clear to task, purpose, and audience using the writing process.

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • develop understanding of each

		<ul style="list-style-type: none"> writing genre develop understanding of proper language and grammar
Formative	knowledge reasoning product	<ul style="list-style-type: none"> brainstorming graphic organizers note cards informal conferences drafts
Summative	product	<ul style="list-style-type: none"> Focus: Utilizing appropriate voice, transitions, leads, conclusions

II. Creative Fiction

- A. Definition: A fictional story containing story plot elements.
- B. How to write effectively:
- teacher modeling
 - classroom discussions
 - mentor texts
 - partner talk
- C. What tools can help us write:
- graphic organizers
 - notes
 - outlines
 - writing samples
 - peer edits
- D. Student application and reflection

Standards: CCSS: W 4.3, W 4.4, W 4.5, W 4.6, W 4.10

CCRA: SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 3: Students can create written work that is clear to task, purpose, and audience using the writing process.

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> develop understanding of fiction elements develop an understanding of how to analyze literature develop understanding of proper language and grammar
Formative	knowledge reasoning product	<ul style="list-style-type: none"> brainstorming graphic organizers post-it note analysis informal conferences drafts peer edits
Summative	product	<ul style="list-style-type: none"> Focus: Create creative fiction that demonstrates strong story plot elements.

III. Expository Non-Fiction

- A. Definition: Writing used to explain or describe something that is factual
- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. citation guides
 - b. notes
 - c. outlines
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards: W 4.2, W 4.4, W 4.5, W 4.6, W 4.10, L4.1, L 4.2, L 4.3, L 4.5

CCRA: SL.1, SL.2, SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 3: Students can create written work that is clear to task, purpose, and audience using the writing process.

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Target 5: Students can organize and plan a presentation about a topic to support claims, examine a topic, and to convey ideas, concepts, and information using multiple sources.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">• develop understanding of non-fiction elements• develop understanding of proper citation skills• develop understanding of proper language and grammar• Introduce citing evidence• Introduce outlining
Formative	knowledge reasoning product	<ul style="list-style-type: none">• brainstorming• graphic organizers• note cards• informal conferences• Drafts• citations
Summative	product	<ul style="list-style-type: none">• Focus: Writing a research-based piece that incorporates multiple sources while crediting sources through a works cited page.

IV. Functional Writing

- A. Definition: Writing that requires explanation or direction
- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. graphic organizers
 - b. notes
 - c. outlines
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards: W 4.2, W 4.4, W 4.5, W 4.6, W 4.10

CCRA: SL.1, SL.2, SL.3, SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 3: Student can create written work that is clear to task, purpose, and audience using the writing process.

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Key Unit Resources
<ul style="list-style-type: none"> • Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • develop understanding of letter writing • develop an understanding of e-mail writing • develop understanding of proper language and grammar
Formative	knowledge reasoning product	<ul style="list-style-type: none"> • brainstorming • graphic organizers • note cards • informal conferences • drafts
Summative	product	<ul style="list-style-type: none"> • Focus: Write a friendly letter and an email for an authentic purpose.

V. Argumentative/ Opinion Writing

- A. Definition: Writing that establishes a supported position on a topic
- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. graphic organizers
 - b. notes
 - c. outlines
 - d. writing samples

Standards: W 4.1, W 4.4, W 4.5, W 4.6, W 4.7, W 4.8, W 4.9, W 4.10,

CCRA: SL.1, SL.2, SL.3, SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 3: Student can create written work that is clear to task, purpose, and audience using the writing process.

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Key Unit Resources
<ul style="list-style-type: none"> • Being a Writer implemented via the workshop model

- e. peer edits
- D. Student application and reflection

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> ● develop understanding of how to write a claim ● develop an understanding of how to synthesize ideas to support a claim ● develop understanding of proper language and grammar
Formative	knowledge reasoning product	<ul style="list-style-type: none"> ● brainstorming ● outlines ● note cards ● informal conferences ● drafts ● peer edits
Summative	product	<ul style="list-style-type: none"> ● Focus: Writing to support a position utilizing multiple sources to defend claims. Focus placed on structure, claim, and evidence.

VI. Poetry

- A. Definition: writing that uses aesthetic and rhythmic qualities of language
- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. graphic organizers
 - b. notes
 - c. outlines
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards:

CCSS: W 4.3, W 4.10, L 4.1, L 4.2, L 4.3, L 4.5

CCRA: SL.1, SL.2, SL.3, SL.4, SL.5, SL.6, W.4, W.5, W.6, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 3: Student can create written work that is clear to task, purpose, and audience using the writing process.

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> ● develop understanding of each writing genre ● develop understanding of proper language and grammar
Formative	knowledge reasoning product	<ul style="list-style-type: none"> ● brainstorming ● graphic organizers ● note cards ● informal conferences ● drafts

Summative	product	<ul style="list-style-type: none"> Focus: Analyzing figurative language and types of poetry, writing a variety of poems.
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VII. Grammar

- A. Definition: The study of English language structures
- B. How to use Grammar effectively
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
 - e. daily practice
- C. What tools can help us write:
 - a. daily lesson materials
 - b. notes
 - c. practice (provided by teacher)
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards:
CCSS: L.4.1, L4.2, L4.3, L4.4, L4.5, L4.6
CCRA: W.2, W.3, W.4, W.5,, W.8, W.10, L.1, L.2, L.3, L.4, L.5, L.6

Learning Targets Addressed:

Target 4: Students can produce written and oral pieces that convey knowledge of conventions of English grammar and usage.

Key Unit Resources
<ul style="list-style-type: none"> Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> develop understanding of each convention develop understanding of proper language and usage
Formative	knowledge reasoning product	<ul style="list-style-type: none"> daily lessons practice on paper and online journal assessments informal conferences drafts
Summative	product	<ul style="list-style-type: none"> Focus: Assessment of conventions within student writing, parts of speech, sentence structure and punctuation. Unit assessments through Being a Writer Skills.