



Mount Pleasant Central School District

4th Grade Writing, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

In this class, we will focus on why writing matters and how writers communicate through different genres. We will study mentor texts to learn about an author’s craft and use the writing process to grow and develop our own ideas. Our goal is to use a variety of techniques to create clear and meaningful pieces of writing. Students will show what they’ve learned through on-demand writing and end-of-unit pieces.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Writing Launch	September	<ul style="list-style-type: none"> - Students will identify the components of a writing workshop - Students will establish a community of writers who collaborate through listening, sharing, and responding; 	<ul style="list-style-type: none"> - Revise - Edit - Draft - Select - Generate -Publish -Audience -Author’s Craft -Mentor text 	<ul style="list-style-type: none"> - 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - 4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. - 4SL1: Engage effectively in a range of collaborative discussions with 	<ul style="list-style-type: none"> - Incorporate crafting techniques learned through mentor texts into their writing. - Revise writing. -Personalize notebooks and determine how they will be best used. 	<ul style="list-style-type: none"> -Explore new and familiar ways to use a Writer’s Notebook and be encouraged to write in their notebooks daily. - To understand the writing process and get to know how and why writers write in the ways that they do. -Have an understanding that writing is a process. 	<ul style="list-style-type: none"> - Quick publish of either a Narrative, Nonfiction, or Opinion Piece.

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				diverse partners, expressing ideas clearly, and building on those of others.			
Nonfiction	October	<p>-Students will learn that the purpose of nonfiction writing is to teach, explain, and inform readers about a topic.</p> <p>-Students will choose a topic to research and create a "digital book" that teaches their readers about the topic using nonfiction</p>	<p>Author's Purpose</p> <p>Caption</p> <p>Table of Contents</p> <p>Diagram</p> <p>Headings</p> <p>Glossary</p>	<p>-4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject</p> <p>-4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.</p>	<p>-Incorporate crafting techniques learned through mentor texts into their writing.</p> <p>- Revise & edit their writing.</p> <p>-Publish a final piece to share with their audience</p>	<p>-Continue their understanding of the writing process and use that knowledge to create a nonfiction piece of writing that teaches, explains, or informs readers about their topic</p>	<p>-Published nonfiction piece</p> <p>-On-Demand</p>

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		writing techniques and genre-appropriate text features.		-4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.			
Opinion	January February March	-Students will generate ideas about current topics or issues that they feel connected to or have strong opinions about.	- opinion -persuade -evidence -expert	-4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. -4W2: Write informative/explanatory texts to explore a topic and convey	- Use an essay structure in which related ideas are grouped to support the author's purpose. - Incorporate crafting techniques learned	- Express an opinion and support with research-based evidence	-Published Opinion piece - On Demand

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		<ul style="list-style-type: none">-Students will write an opinion piece on a topic of their choice.- Students will support their point of view with relevant reasons and information, including facts and details.		<p>ideas and information relevant to the subject</p> <ul style="list-style-type: none">-4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.-4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating	<p>through mentor texts into their writing.</p>		

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				multiple aspects of a topic.			
Author Study (Narrative)	April May June	-Students will produce clear and coherent narratives about real experiences or events using effective techniques, descriptive details, and clear event sequences; -Students will introduce characters and organize an event sequence that unfolds naturally;	-narrative -sensory detail -dialogue -sequence	4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.	- Incorporate crafting techniques into their writing, applying what is learned through the mentor texts, noticing patterns. (Cynthia Rylant) - Revise drafts and publish - Try different structures learned through mentor texts into drafts.	Writers use crafting techniques in their own pieces: sentence variety, description using one's senses, interesting verbs, the choice of proper nouns over general ones, personification, and repetition to create rhythm.	-Published narrative piece - On Demand

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