Grade level: 4 | **Course Title: Writing** | **Topic/Concept: Weekly Snapshots**

Time Allotment: 40 Weeks | **Unit Sequence: 1**

Major Concepts to be learned:

- Reflective writiting
- Analyze voice and word choice in reflective written work
- Add details to make writing interesting
- Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
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	

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Personal Narrative Skills Rubric

Grade level: 4 | **Course Title: Writing** | **Topic/Concept: Personal Essay**

Time Allotment: 5 Weeks | **Unit Sequence: 2**

Major Concepts to be learned:

- Differences between narrative and non-narrative writing
- Write paragraphs that connect to a central idea, five-paragraph format
- Organize writing in a logical order using the writing process and graphic organizers
- Develop and enforce basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

- Craft thesis statements
- Construct subordinate thoughts with details and examples using an outline format
- Advance a theme of personal significance
- Create cohesion in drafts using repeated phrases, transitions, and logically sequenced information with a strong introduction and conclusion
- Check sentence structure and proofread with checklists
- Identify and write compound subjects/predicates, simple/compound sentences, prepositional phrases, clauses, and complex sentences

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
Group discussion	Guided practice
Oral/Written Practice	Cooperative learning
Modeling/Demonstrating	Use of writing notebooks
Individual/group practice	Graphic Organizers
Author Pieces/Student examples	
Charts	

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Personal Essay Skills Rubric

Grade level: 4 | **Course Title: Writing** | **Topic/Concept: Realistic Fiction**

Time Allotment: 5 Weeks | **Unit Sequence: 3**

Major Concepts to be learned:

- Create an original character
- Place character in realistic setting with problem/solution
- Reinforce narrative structure and analyze a model of a story
- Develop and enforce basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

- Narrow a topic, generate questions, and use a story map to plan a story
- Self- and peer-assess with grade-level mechanics
- Introduce story elements and write dialogue to draft a story
- Label and identify nouns (common/proper, singular/plural,possessive) and pronouns/antecedents
- Revise by adding details
- Check dialogue and proofread

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
Group discussion	Guided practice
Oral/Written Practice	Cooperative learning
Modeling/Demonstrating	Realistic Fiction mentor texts
Individual/group practice	Use of writing notebooks
Author Pieces/Student examples	Graphic organizers
Charts	

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Realistic Fiction Skills Rubric

Grade level: 4 | **Course Title: Writing** | **Topic/Concept: Content Area Writing**

Time Allotment: 5 Weeks | **Unit Sequence: 4**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
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

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Content Area Skills Rubric

Grade level: 4 **Course Title: Writing** **Topic/Concept: Poetry**

Time Allotment: 5 Weeks **Unit Sequence: 5**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
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

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Poetry Skills Rubric

Grade level: 4 | **Course Title: Writing** | **Topic/Concept: Literary Essay**

Time Allotment: 5 Weeks | **Unit Sequence: 6**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
Group discussion	Guided practice
Oral/Written Practice	Cooperative learning
Modeling/Demonstrating	Short literary texts
Individual/group practice	Use of writing notebooks
Author Pieces/Student examples	Graphic Organizers
Charts	

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Literary Essay Skills Rubric

Grade level: 4 | **Course Title: Writing** | **Topic/Concept: Memoir/Independent Writing**

Time Allotment: 3 Weeks | **Unit Sequence: 7**

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

1.4.5
1.5.5

Eligible Content:

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

Instructional Strategies:

Direct instruction	Peer tutoring
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	

Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Memoir/Independent Writing Skills Rubric