

# PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT GRADE 4 WRITING

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**I. OVERVIEW**

Writing instruction will be taught through the workshop method. Lessons will consist of a brief teacher-directed mini-lesson followed by ample writing time, teacher conferencing, peer conferencing, and share time. Through the course of each unit, students will compose multiple writing pieces as they develop stamina. Students will write across content areas taking into consideration their audience, task, purpose, and discipline. Student samples, mentor texts, and other exemplars will be used to demonstrate writing techniques and strategies. Student progress will be monitored and differentiated teaching points will be addressed to enhance a student's writing repertoire during one-on-one writing conferences, small strategy group settings, through self-assessments, and rubrics. Peer conferences will be integrated for author-to-author feedback. Grammar and mechanics will be addressed through mini-lessons and refined through conferencing lessons and strategy groups. Students will come to a deeper appreciation of both fiction and non-fiction texts through the models they interact with, peer work, and their own writing pieces. Student work samples will be proof of their development, and be reflected in their writer's notebook. The writing workshop method helps students develop their independent application of skills as they move along the continuum of writing progression stages.

Our curriculum is designed to respond to the varying developmental stages of students. The workshop model allows for differentiation and authentic writing endeavors with students working at their own level to the best of their ability. Independence in writing is an overarching goal. Writing teachers will confer with students regularly to monitor student's achievement and inform their instructional decisions. Each writing session will conclude with students sharing their writing pieces. Students will be encouraged to display pride in their writing accomplishments.

**II. RATIONALE**

The Parsippany Troy Hills School District uses a balanced literacy approach to teaching reading and writing. Writing Workshop prepares learners for 21st century critical thinking, problem solving and analytical skills. Goals fostered through the workshop model will help students prepare for becoming independent workers and thinkers. Through the writing workshop model, students have the power to set goals, and direct their own writing. The Parsippany-Troy Hills School District Writing Curriculum was developed in alignment with the New Jersey Student Learning Standards to address a variety of skills across content standards. At each grade level, students write in a variety of genres including narrative, persuasive and informational. The curriculum and workshop method provides a differentiated, student-centered approach, ensuring that the individual needs for each

student are met. A progression throughout the grade level is clearly delineated in the Unit of Study guide. Whole group, small group, and one-to-one explicit instruction will be utilized along with independent work time and peer collaboration to create a well-rounded writing experience.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gl/an7Zab>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan

I. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards <https://www.nj.gov/education/cccs/2016/ela/g04.pdf> f)

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

NJSLSA.W10. 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 tasks, purposes, and audiences.

### Progress Indicators for Writing

#### Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

#### Production and Distribution of Writing

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, 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.

#### Research to Build and Present Knowledge

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. 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.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### Range of Writing

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

- To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
- New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## Progress Indicators for Speaking and Listening

### Comprehension and Collaboration

SL.4.1. 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

SL.4.4. 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.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

SL.4.6. 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.

## Anchor Standards for Language

### Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Note on range and content of student language use

- To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.



## Progress Indicators for Language

### Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- C. Use modal auxiliaries (can, may, must) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

## Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. 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).

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#### Modifications/Differentiation and Adaptations:

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [Curriculum Modifications and Adaptations](#) included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## II. OVERARCHING ESSENTIAL QUESTIONS

- What is the connection and importance between reading and writing?

- How do we create multiple writing pieces within a genre?
- How do we write for multiple genres?
- How do we write for a variety of purposes?
- How do we continue to write with stamina and independence?
- How do we use ideas from our lives to enhance our writing?
- How does talking to others help improve our writing?
- What is the purpose of applying grammar and mechanics skills?
- How can usage of spelling rules and patterns improve written communication?
- How can we use evaluation and reflection to improve our writing?
- What is the importance of sharing your writing with others?
- How can we establish personal writing goals?

### III. STRATEGIES

- Teacher presentation of skills (mini-lesson)
- Making connections to mentor texts
- Daily opportunity to write
- Conference opportunity (with peer and teacher)
- References to anchor charts
- Mid-workshop teaching point
- Daily share/partnership time
- Celebration projects/published pieces

### IV. EVALUATION

The end of trimester progress report grading scale is as follows:

4 - EXCEEDS STANDARDS – Consistently grasps, applies, and extends key concepts, processes and skills.

3 - MEETS STANDARDS – Grasps and applies key concepts, processes and skills.

2 - APPROACHING STANDARDS – Beginning to grasp and apply key concepts, processes and skills.

1 - NEEDS SUPPORT – Not grasping key concepts, processes, and essential skills.

N/A - Not assessed at this time

Progress report indicators include:

- Generates and develops ideas
- Demonstrates qualities of writing: Organization
- Demonstrates qualities of writing: Sentence Structure
- Demonstrates qualities of writing: Supporting Details
- Demonstrates qualities of writing: Word Choice
- Demonstrates qualities of writing: Mechanics
- Applies strategies and spelling patterns to writing
- Reviews, revises, and edits
- Maintains focus and stamina with independent writing
- Utilizes digital tools to write collaboratively, revise, edit, and publish writing
- Expresses ideas orally with clarity and effectiveness
- Demonstrates listening skills for information and understanding
- Participates in discussions and small group activities
- Utilizes technology including audio recording, visual displays, and multimedia components for presentation

The following resources may be used to analyze progress for each indicator:

- Student writing journal
- On demand performance assessments writing pieces
- Conferencing notes and anecdotal records
- Rubrics and Checklists
- Open-ended responses to mentor texts
- Goal setting and progress monitoring toward goals
- Student self-monitoring and evaluation

## V. RESOURCES

- [www.heinemann.com](http://www.heinemann.com)
- <http://pearsonaccessnext.com/>
- Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Reading and Writing Project

- The Power of Grammar: Unconventional Approaches to the Conventions of Language by Mary Ehrenworth and Vicki Vinton • Mastering the Mechanics: Ready-to-Use Lessons for Modeled, Guided, and Independent Editing by Linda Hoys and Teresa Therriault
- See “mentor text/resource” column in Scope and Sequence for additional resource suggestions by unit

VI. SCOPE AND SEQUENCE

4th GRADE WRITING

Writer’s Workshop Unit 1, The Arc of Story: Writing Realistic Fiction (Book 1) (September-October)

Unit 1, The Arc of Story: Writing Realistic Fiction (Book 1)

Essential Questions:

1. How can the collection of ideas and the development of strong characters help in the creation of writing a story that engages the reader?
2. How can we develop a story that has meaningful scenes, includes dialogue, thought, and action, as well as strong leads and endings just like the stories written by published authors?
3. What strategies can we apply to revise and edit our pieces for publication?
4. What strategies can we apply to narrative and fiction writing when composing a draft?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>● Craft realistic fiction stories as a form of narrative writing</li> <li>● Collect multiple story ideas</li> <li>● Elaborate on ideas</li> <li>● Practice storytelling to a partner to develop richer language</li> <li>● Develop strong, detailed characters</li> <li>● Create story arcs to plan out story and refer to throughout unit</li> <li>● Prepare writing piece for an audience through focused drafting, revising, and editing</li> <li>● Focus on the power of place, the character’s struggle, how the problem is dealt with, and a quality resolution</li> </ul> <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Generate ideas for writing based on</li> </ul>	<p>Bend 1: Creating and Developing Stories and Characters that Feel Real</p> <ol style="list-style-type: none"> <li>1. Imagining Stories from Ordinary Moments</li> <li>2. Imagining Stories We Wish Existed in the World</li> <li>3. Developing Believable Characters</li> <li>4. Giving Characters Struggles and Motivation</li> <li>5. Plotting with a Story Arc</li> </ol> <p>Bend 2: Drafting and Revising with an Eye toward Believability</p> <ol style="list-style-type: none"> <li>6. Show, Don’t Tell: Planning and Writing Scenes</li> <li>7. Feeling and Drafting the Heart of Your Story</li> <li>8. Studying Published Texts to Write Leads</li> <li>9. Orienting Readers with Setting</li> <li>10. Writing Powerful Endings</li> </ol>	<p>Mentor Texts (Instructional Read Alouds): Fireflies! by Julie Brinckloe (Simon &amp; Schuster) Trade book pack</p> <p>Pecan Pie Baby by Jacqueline Woodson (Penguin) Trade book pack</p> <p>Suggested Texts and Resources <a href="#">Fiction Books and Stories</a> Fig Pudding by Ralph Fletcher (Houghton Mifflin Harcourt)</p> <p>Joey Pigza Swallowed the Key by Jack Gantos (HarperCollins)</p> <p>“Let’s Get a Pup!” Said Kate by Bob Graham (Candlewick Press)</p> <p>Pippi Goes on Board by Astrid Lindgren (Penguin)</p>
<p>small moments from their lives</p>		

- Expand a small moment into a full narrative
- Create realistic characters with wants and needs
- Develop a plot using a story arc
- Plan or revise a lead and/or an ending
- “Show don’t tell” through writing scenes
- Develop the heart of the story
- Elaborate on setting
- Reread several times focusing on a new topic to edit/revise
- Use of punctuation to affect the reader
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Bend 3: Preparing for Publication with an Audience in Mind

11. Revision: Rereading with a Lens
12. Making a Space for Writing
13. Using Mentor Texts to Flesh Out Characters
14. Editing with Various Lenses
15. Letter to Teachers: Publishing Anthologies: A Celebration

Bend 4: Embarking on Independent Fiction Projects

16. Letter to Teachers: Launching Independent Fiction Projects
17. Planning and Drafting Stories with Agency
18. Mining the Connections between Reading and Writing Fiction
19. Focusing the Reader’s Gaze
20. Choosing Punctuation for Effect
21. Letter to Teachers: Surveying Your Work and Planning for the Future

Celebration:

Selecting a piece, or pieces of writing that represent my best piece of work to place in student folder.

Cassie Binigar by Patricia MacLachlan (HarperCollins)

Junebug by Alice Mead (Macmillan)

Too Many Tamales by Gary Soto (Penguin)

“Eleven” from The House on Mango Street by Sandra Cisneros (Knopf Doubleday)

“The Marble Champ” from Baseball and Other Stories by Gary Soto (Houghton Mifflin Harcourt)

Practice Storytelling: Fairy Tales The Three Billy Goats Gruff (Online resources Session 2)

Children’s magazines  
Storyworks

Teacher Resources:

The Art of Fiction: Notes on Craft for Young Writers by John Gardner (Random House)

Inside Writing: How to Teach the Details of Craft by Donald Graves and Penny Kittle (Heinemann)

Bird by Bird: Some Instructions on Writing and Life by Anne Lamott (Random House)

The Plot Thickens: 8 Ways to Bring Fiction to Life by Noah Lukeman (St. Martin’s Press)

Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to



Write Them by Francine Prose  
(HarperCollins)

		<p>“An Architecture of Light: Structuring the Novel and Story Collection” by Philip Gerard, from <i>Creating Fiction: Instructions and Insights from Teachers of the Associated Writing Programs</i>, edited by Julie Checkoway (F&amp;W Publications)</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Assessment: Narrative Essay scored with Writers Workshop Narrative Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Narrative Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Use commas and quotation marks to mark direct speech and quotations from a text</li> <li>● Use correct capitalization</li> <li>● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)</li> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> </ul>		

Writer’s Workshop Unit 2, Boxes and Bullets: Personal and Persuasive Essays (Book 2) (October-November)

Unit 2, Boxes and Bullets: Personal and Persuasive Essays (Book 2)

Essential Questions:

1. How can we raise the level of our persuasive essay writing through structure, development, and language conventions?
2. How can we draw on the people, places, and events in our world to write persuasively about a topic?
3. How can we form a strong argument, organize our thoughts, and support our positions in order to be more persuasive?

4. How can we effectively support our claims with reasons and authentic evidence that make our points of view clear to our audience?

Understandings

Teaching Points  
(Possible Mini-Lessons)

Mentor Texts/Resources

<p>Goals:</p> <ul style="list-style-type: none"> <li>● Write well within the expository structure of an essay</li> <li>● Develop a variety of strategies to formulate an opinion, present reasons, and provide evidence to support viewpoints</li> <li>● Develop strategies for organizing facts and details that elaborate on reasons</li> <li>● Explore different ways to arrange reasons and collect evidence in order to create a more persuasive argument</li> <li>● Strengthen the flow and cohesiveness of writing by incorporating more sophisticated transition words</li> <li>● Use author voice to present opinion, support ideas, and effectively persuade reader</li> </ul> <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Create and present an opinion clearly to reader</li> <li>● Provide reasons to support their ideas</li> <li>● Includes facts and details to elaborate on these reasons</li> <li>● Use organizational strategies, such as boxes and bullets, to prewrite</li> <li>● Create cohesive writing pieces with the use of transitions</li> <li>● Structure writing with an introduction, separate paragraphs,</li> </ul>	<p>Bend 1: Writing to Learn</p> <ol style="list-style-type: none"> <li>1. Essay Structure Boot Camp</li> <li>2. Collecting Ideas as Essayists</li> <li>3. Writing to Learn</li> <li>4. Using Elaboration Prompts to Grow Ideas</li> <li>5. Mining Our Writing</li> <li>6. Boxes and Bullets: Framing Essays</li> <li>7. Letter to Teachers: Return to Boot Camp</li> </ol> <p>Bend 2: Raising the Level of Essay Writing</p> <ol style="list-style-type: none"> <li>8. Composing and Sorting Mini-Stories</li> <li>9. Creating Parallelism in Lists</li> <li>10. Organizing for Drafting</li> <li>11. Building a Cohesive Draft</li> <li>12. Becoming Our Own Job Captains</li> <li>13. Writing Introductions and Conclusions</li> <li>14. Revising Our Work with Goals in Mind</li> <li>15. Letter to Teachers: Correcting Run-On Sentences and Sentence Fragments</li> </ol> <p>Bend 3: Personal to Persuasive</p> <ol style="list-style-type: none"> <li>16. Moving from Personal to Persuasive</li> <li>17. Persuasive Inquiry into Essay</li> <li>18. Letter to Teachers: Broader Evidence</li> <li>19. Connecting Evidence, Reason, and Thesis</li> <li>20. Getting Ready to Put Our Opinions into the World</li> <li>21. Letter to Teachers: Hey World Listen</li> </ol>	<p>Mentor Texts (Instructional Read Alouds):</p> <p><u>Exemplars</u></p> <p>Student exemplar essay, “A True Friend” (Online resources Session 1)</p> <p>Student exemplar freewriting by Jonah (resources Session 3) (Online)</p> <p>Student exemplar freewriting, “Civilization” by Miles (Online resources Session 3)</p> <p>Student exemplar notebook entry by Alejandro (Online resources Session 5)</p> <p>Student exemplar essay, “Parents Fighting” by Andy (Online resources Session 7)</p> <p>Teacher exemplar essay, “My Father is My Most Important Teacher” ( original version) (Online resources Session 11)</p> <p>Exemplar essay, “No Uniforms!” ( Online resources Session 17)</p> <p>Teacher exemplar essay, “My Father is My Most Important Teacher” (resources Session 19) (revised version) (Online)</p> <p>Teacher Resources: Creating Classrooms for Authors and Inquirers by Jerome C. Harste and Kathy G. Short (Heinemann)</p>
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Writing Tools: 50 Essential Strategies for

<p>and an ending that restates claim</p> <ul style="list-style-type: none"> <li>● Make deliberate word choices to persuade reader</li> <li>● Write with a convincing tone</li> </ul>	<p>Up!: Sharing Our Opinions Loudly and Proudly</p> <p>Celebration: Selecting a piece, or pieces of writing that represent my best piece of work to place in student</p>	<p>Every Writer by Roy Peter Clark (Hachette)</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Assessment: Opinion Essay scored with Writers Workshop Opinion/Argument Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Opinion/Argument Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Use modal auxiliaries (e.g., can, may, must) to convey various conditions</li> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their)</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons ● Form and use prepositional phrases</li> </ul>		

Writer’s Workshop Unit 3, The Literary Essay: Writing about Fiction (Book 4)  
(November -December)

<p>Unit 3, The Literary Essay: Writing about Fiction (Book 4)</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What strategies can we use to uncover what the books we are reading are really about, including the central message and underlying themes?</li> <li>2. What strategies can be applied to develop theories about characters and form evidence-based opinions?</li> <li>3. How do we respond to a text with a well-crafted, evidence-based essay?</li> <li>4. How do we find similarities and difference in multiple texts and cite them correctly?</li> </ol>
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Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> <li>● Read literature closely and write about the literature being read</li> <li>● Notice details as well as analyze ideas and interpretations of text</li> <li>● Study text for ideas about characters, while carrying forward what is being taught about planning and drafting during the boxes-and-bullets essay</li> <li>● Learn how to use the power of higher-level interpretive and analytic reading</li> <li>● Work on learning new and more complex ways to structure a text</li> <li>● Write compare and contrast essays, noting different approaches to the same theme or issue</li> </ul> <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Read literature closely and write about what they are reading</li> <li>● Analyze details in a text</li> <li>● Understand importance of studying characters</li> </ul>	<p>Bend 1: Writing about Reading: Literary Essays</p> <ol style="list-style-type: none"> <li>1. Close Reading to Generate Ideas about a Text</li> <li>2. Gathering Writing by Studying Characters</li> <li>3. Elaborating on Written Ideas Using Prompts</li> <li>4. Finding and Testing a Thesis</li> <li>5. Using Stories as Evidence</li> <li>6. Citing Textual Evidence</li> <li>7. Using Lists as Evidence</li> <li>8. Putting It All Together: Constructing Literary Essays</li> </ol> <p>Bend 2: Raising the Quality of Literary Essays</p> <ol style="list-style-type: none"> <li>9. Writing to Discover What a Story Is Really About</li> <li>10. Adding Complexity to Our Ideas</li> <li>11. Flash-Drafting Literary Essays</li> <li>12. Beginnings and Endings</li> <li>13. Using Descriptions of an Author’s Craft as Evidence</li> <li>14. Letter to Teachers: Editing</li> </ol> <p>Bend 3: Writing Compare-and-Contrast Essays</p>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Fox by Margaret Wild and Ron Brooks (Kane Miller) Trade book pack</p> <p>Exemplars</p> <p>Student exemplar “Eleven” by Jill (Online resources Session 5)</p> <p>Student exemplar Fox by Katherine (resources Session 8) (Online)</p> <p>Suggested Texts and Resources Fireflies! by Julie Brinckloe (Simon &amp; Schuster) Trade book pack</p> <p>Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)</p> <p>The Hundred Dresses by Eleanor Estes (Houghton Mifflin Harcourt)</p> <p>Crow Call by Lois Lowry (Scholastic)</p> <p>Number the Stars by Lois Lowry (Houghton</p>

<ul style="list-style-type: none"> <li>• Elaborate on central ideas</li> <li>• Read text with attentiveness</li> <li>• Draw evidence based theories about texts Develop quotes and lists that best support their ideas</li> <li>• Study published literary essays to find structure for their own essays Write effective introductions and conclusions</li> <li>• Writes well structured essays containing and supporting a claim Compare and contrast themes and topics in literature</li> <li>• Write to analyze the similarities and differences in the perspective of two texts</li> <li>• Learn ways to structure a compare and contrast essay and to cite evidence from two texts</li> <li>• Write compare and contrast essays focusing on the different texts' approaches to the same theme or issue</li> <li>•</li> </ul>	<ol style="list-style-type: none"> <li>15. Building the Muscles to Compare and Contrast</li> <li>16. Comparing and Contrasting Familiar Texts</li> <li>17. Using Yesterday's Learning, Today and Always</li> <li>18. Developing Distinct Lines of Thought</li> <li>19. Letter to Teachers: Exploring Commas</li> <li>20. Letter to Teachers: A Celebration</li> </ol>	<p>Mifflin Harcourt)</p> <p>Journey by Patricia MacLachlan (Random House)</p> <p>Thank You, Mr. Falker by Patricia Polacco (Penguin)</p> <p>Flyte by Angie Sage (HarperCollins)</p> <p>Charlotte's Web by E.B. White (HarperCollins)</p> <p>The Other Side by Jacqueline Woodson (Penguin)</p> <p>Going, Going, Gone! with the Pain &amp; the Great One by Judy Blume (Random House)</p> <p>The Stories Julian Tells by Ann Cameron (Random House)</p> <p>Woman Hollering Creek And Other Stories by Sandra Cisneros (Knopf Doubleday)</p> <p>Birthday Surprises: Ten Great Stories to Unwrap by Johanna Hurwitz (HarperCollins)</p> <p>Hey World, Here I Am! by Jean Little (HarperCollins)</p> <p>Every Living Thing by Cynthia Rylant (Simon &amp; Schuster)</p>
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Baseball in April and Other Stories by Gary Soto  
(Houghton Mifflin Harcourt)

Teacher Resources:

<https://www.heinemann.com/>

		<p>Assessment:</p> <p>Opinion Essay scored with Writers Workshop Opinion Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Opinion Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their)</li> <li>● Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>● Use a comma before a coordinating conjunction in a compound sentence</li> </ul>		

**Writer’s Workshop Unit 4: Bringing History to Life (Book 3) (January-February)**

<p>Unit 4, Bringing History to Life (Book 3)</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How can we write informational text with compelling content and ideas?</li> <li>2. How can we improve the level of our informational writing so that it communicates our topic to our readers in an understandable way?</li> <li>3. How can we synthesize information from our own background knowledge and various outside sources to strengthen our writing?</li> <li>4. How can we structure and organize our evidence so that it supports our ideas?</li> </ol>		
<p>Understandings</p>	<p>Teaching Points (Possible Mini-Lessons)</p>	<p>Mentor Texts/Resources</p>

<p>Goals:</p> <ul style="list-style-type: none"> <li>● Apply understanding of informational writing to compose a piece about a general topic that is familiar, such as the American Revolution</li> <li>● Write about a more specific, focused subtopic</li> <li>● Develop strategies and skills of effective research writing, including organizing ideas using headings, subheadings, and logical text structures</li> <li>● Explore primary sources, various texts, and conflicting views to draw rich information and understanding about their subject</li> <li>● Choose vocabulary and structure writing in ways that help readers identify the most important information</li> <li>● Shift focus from organizing information to helping students develop ideas about a topic</li> </ul>	<p>Bend 1: Informational Books: Making a Conglomerate of Forms</p> <ol style="list-style-type: none"> <li>1. Getting the Sense of Informational Books</li> <li>2. Planning the Structure of Writing</li> <li>3. Planning and Writing with Greater Independence</li> <li>4. Teaching as a Way to Rehearse for Information Writing</li> <li>5. Elaboration: The Details that Let People Picture What Happened Long Ago and Far Away</li> <li>6. Bringing Information Alive: Stories inside Nonfiction Texts</li> <li>7. Essays within Information Texts</li> <li>8. Letter to Teachers: Taking Stock and Setting Goals</li> </ol> <p>Bend 2: Writing with Greater Independence</p> <ol style="list-style-type: none"> <li>9. Writers Plan for Their Research</li> <li>10. The Intense Mind-Work of Note-Taking</li> <li>11. Letter to Teachers: Drafting is Like Tobogganing: First the Preparation, the Positioning...Then the Whoosh!</li> </ol>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>The Revolutionary War by Josh Gregory (Scholastic) Trade book pack</p> <p>Exemplars Student exemplar historical information book, The Continental Army and the Battles of Lexington and Concord by Naomi (Online resources Session 1)</p> <p>Teacher exemplar (Online resources Session 12, Share)</p> <p>Suggested Texts and Resources <u>Books about the American Revolution</u></p> <p>The Eve of the Revolution by Barbara Burt (National Geographic)</p> <p>What’s the Big Idea, Ben Franklin? by Jean Fritz (Penguin)</p> <p>Can’t You Make Them Behave, King George? by Jean Fritz (Penguin)</p>
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<p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Use informational writing to teach a reader about a topic</li> <li>● Develop and conduct a research plan</li> <li>● Research to find facts to develop and elaborate on ideas</li> <li>● Structure text and use text features that highlight information and emphasize important ideas</li> <li>● Add details to writing that help audience understand the content</li> <li>● Generate additional questions and conclusions based on research conducted</li> <li>● Share writing with an audience to present understanding they have gained</li> </ul>	<ol style="list-style-type: none"> <li>12. Developing a Logical Structure Using Introductions and Transitions</li> <li>13. Text Features: Popping Out the Important Information</li> <li>14. Quotations Accentuate Importance: Voices Chime In to Make a Point</li> <li>15. Letter to Teachers: Using All We Know to Craft Essay and Narrative Sections</li> <li>16. The Other Side of the Story</li> <li>17. Letter to Teachers: Self-Assessment and Goal Setting: Taking on New Challenges</li> </ol> <p>Bend 3: Building Ideas in Informational Writing</p> <ol style="list-style-type: none"> <li>18. Informational Writing Gives Way to Idea Writing</li> <li>19. Digging Deeper: Interpreting the Life Lessons that History Teaches</li> <li>20. Using Confusions to Guide Research</li> <li>21. Questions without a Ready Answer</li> <li>22. Letter to Teachers: Editing</li> <li>23. Letter to Teachers: A Final Celebration: An Expert Fair</li> </ol>	<p>The American Revolutionaries: A History in Their Own Words 1750-1800 by Milton Meltzer (HarperCollins)</p> <p>Liberty! How the Revolutionary War Began by Lucille Recht Penner (Random House)</p> <p>Teacher Resources:</p> <p>Looking to Write: Students Writing Through the Visual Arts by Mary Ehrenworth (Heinemann)</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Assessment: Essay scored with Writers Workshop Information Writing Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Information Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses</li> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their)</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> </ul>		

Writer's Workshop Unit 5, Test Prep March

Unit 5, Test Prep

Essential Questions:

1. How can writers write over long periods of time as well as in short time-sensitive settings?
2. How do writers transfer skills and strategies that make their writing better for shorter pieces of writing?
3. How is writing in a timed setting similar and different from writing longer published pieces?
4. What extended time writing techniques can be transferred to writing in a timed setting?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>● Understand test-taking strategies</li> <li>● Understand how to interpret grade-level standardized test questions</li> <li>● Understand how to determine the elements to include in responses to standardized test questions</li> <li>● Practice composing written responses to grade-level standardized-test questions on computer-based assessments</li> <li>● Understand how to use text evidence to support written responses</li> </ul> <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Address all parts of the prompt</li> <li>● Provide comprehensive development of the topic or narrative through the use of clear reasoning, details, textual evidence, and/or description</li> <li>● Respond in an appropriate manner to the task, purpose, and audience</li> <li>● Include a strong introduction and conclusion</li> </ul>	<p>Cross Content:</p> <ul style="list-style-type: none"> <li>● Writing from sources</li> <li>● Producing extended writing</li> <li>● Producing on-demand writing in a single sitting</li> <li>● Editing for conventions: capitalization, punctuation, and spelling</li> </ul> <p>Informational:</p> <ul style="list-style-type: none"> <li>● Presenting information and explaining ideas and concepts</li> <li>● Organizing by category</li> <li>● Teaching others</li> </ul> <p>Persuasive/Opinion:</p> <ul style="list-style-type: none"> <li>● Presenting a side, stance or claim</li> <li>● Providing evidence to support that claim or refute counter argument</li> <li>● Organizing by supporting and reasoning</li> <li>● Proving a side</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>● Recounting a story (true or fictional)</li> <li>● Organizing writing using a series of events</li> </ul>	<p>Recommended Resources:</p> <p><a href="http://www.literacycookbook.com">www.literacycookbook.com</a></p> <p><a href="http://www.achievethecore.org">www.achievethecore.org</a></p> <p><a href="https://parcc.pearson.com/practice-tests/">https://parcc.pearson.com/practice-tests/</a></p> <p><a href="https://storyworksjr.scholastic.com">https://storyworksjr.scholastic.com</a></p> <p><a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="https://parcc-assessment.org/released-items/?fwp_subject_facet=english-language-arts&amp;fwp_grades_facet=grade-3-grade%2Cgrade-4-grade%2Cgrade-5-grade">https://parcc-assessment.org/released-items/?fwp_subject_facet=english-language-arts&amp;fwp_grades_facet=grade-3-grade%2Cgrade-4-grade%2Cgrade-5-grade</a></p>
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<ul style="list-style-type: none"> <li>• Write with effective coherence, organization, and clarity</li> <li>• Include concrete words and phrases, sensory details, voice, transitional words, and domain-specific vocabulary to communicate ideas Demonstrate</li> <li>• understanding of language conventions with few grammatical and usage errors</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging audience in the tale of the characters</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Keyboarding skills</li> <li>• Drag &amp; Drop</li> <li>• Reading on a screen</li> <li>• Note-taking</li> <li>• Scrolling multiple windows</li> <li>• Navigating multiple screens</li> <li>• Using online writing tools</li> </ul>	
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Writer’s Workshop Unit 6, Historical Fiction Writing (If...Then...) (April-May)

<p>Unit 6, Historical Fiction Writing (If...Then...)</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How can we collect and develop possible story ideas that will make sense in a particular historical time and place?</li> <li>2. How can we use informational resources, such as timelines and historical texts, to infuse research into a fictional story?</li> <li>3. How can we develop believable and compelling characters, historically accurate scenes, and a cohesive, focused plot?</li> <li>4. How can we use narrative craft to draft and revise our stories while also making sure our details fit within the time and place of our setting?</li> </ol>		
<p>Understandings</p>	<p>Teaching Points (Possible Mini-Lessons)</p>	<p>Mentor Texts/Resources</p>
<p>Goals:</p> <ul style="list-style-type: none"> <li>• Apply previously learned narrative craft strategies while incorporating historically accurate details to create characters, plot, and setting</li> <li>• Develop background knowledge on major events as well as everyday life that correlates with time period</li> <li>• Write two historical fiction stories,</li> </ul>	<p>Bend 1: Collect, select, and develop story ideas</p> <ul style="list-style-type: none"> <li>• Teach children to generate ideas for stories through research.</li> <li>• Teach children to generate ideas by thinking of one’s own desires and problems.</li> <li>• Teach children to generate ideas by considering historical contexts: examine timelines and facts for possible conflicts, characters, plots.</li> </ul>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Freedom Summer by Deborah Wiles</p> <p>Pink and Say by Patricia Polacco</p> <p>Goin’ Someplace Special by Patricia McKissack</p> <p>The Other Side by Jacqueline Woodson</p>

<p>taking both of them through the entire writing process</p> <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Collect and develop possible historical fiction ideas</li> <li>● Develop a plan for plot progression</li> <li>● Create realistic characters with internal and external characteristics that make sense with the time period</li> <li>● Write scenes through use of storytelling strategies rather than summarizing</li> <li>● Develop the heart of the story</li> <li>● Craft an ending that aptly resolves the main character's problem</li> <li>● Elaborate on setting through the use of historically accurate details</li> <li>● Use dialogue to convey information about the time period in which the character lives</li> <li>● Edit for correct uses of conventions, such as punctuation, verb tense, and order of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● Guide children as they test story ideas and characters for historical accuracy and consider other possibilities.</li> </ul> <p>Bend 2: Choose a first seed idea and take it through the writing process</p> <ul style="list-style-type: none"> <li>● Facilitate planning and storytelling: create a cohesive, focused plot.</li> <li>● Help students develop believable, interesting characters.</li> <li>● Support students as they draft and revise: craft a compelling historical fiction story.</li> </ul> <p>Bend 3: Take a second seed idea through the writing process, with greater attention to bringing out historical accuracy and meaning</p> <ul style="list-style-type: none"> <li>● Revisit historical fiction elements with greater attention to historical detail and meaning.</li> <li>● Channel children to pay attention to story scope and believability.</li> <li>● Teach children to revise for historical accuracy.</li> <li>● Teach children to craft satisfying endings.</li> </ul> <p>Bend 4: Edit and publish: Prepare the historical fiction story for readers</p> <ul style="list-style-type: none"> <li>● Teach children revise and edit for publication.</li> <li>● Teach children to note how words, punctuation, and other structures help set the mood, when reading aloud.</li> </ul>	<p>Freedom on the Menu: The Greensboro Sit-Ins by Carole Boston Weatherford</p> <p>The Bat Boy and His Violin by Gavin Curtis</p> <p>Teacher Resources:</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p><a href="https://www.readingandwritingproject.com">https://www.readingandwritingproject.com</a> (lists of supplemental texts based on possible subjects are compiled here)</p> <p>Assessment:</p> <p>Narrative Essay scored with Writers Workshop Narrative Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Narrative Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>
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Writer's Workshop Unit 7, Journalism (If...Then...) (May-June)

Unit 7, Journalism (If...Then...)		
Essential Questions:		
<ol style="list-style-type: none"> <li>1. How can we be journalists that write quickly, revise purposefully, and expose thoughtful observations about our community?</li> <li>2. How can we write concise, focused news reports that both give details about an event and are written with a sense of drama?</li> <li>3. How can we adopt the tone and style of an investigative journalist to write about topics and events that are important to our community?</li> </ol>		
Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> <li>● Learn to write quickly, to revise purposefully and swiftly, and to write from positions of thoughtful observation within the community</li> <li>● Write concise, focused reports that tell who, what, when, and where with a sense of drama</li> <li>● Write news stories with more independence and become involved in deeper journalism projects</li> </ul> <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> <li>● Write about a specific incident they witnessed</li> <li>● Gather notes and create entries based on notes</li> <li>● Craft engaging leads followed by in depth descriptions of events</li> <li>● Understand the structure of a news story</li> <li>● Generate news stories with greater purpose and skill</li> <li>● Edit news stories conventions, paragraphing, and journalistic structure and content</li> </ul>	<p>Bend 1: Generate News Stories</p> <ul style="list-style-type: none"> <li>● Stage a drama in the classroom.</li> <li>● Channel students to write about the incident.</li> <li>● Channel students to gather notes and generate entries.</li> </ul> <p>Bend 2: Revise, Edit, and Publish News Stories for Structure and Tone</p> <ul style="list-style-type: none"> <li>● Teach students to craft a lead.</li> <li>● Guide students as they move down the remainder of the inverted pyramid.</li> </ul>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Storyworks</p> <p>Time for Kids</p> <p>Super Science magazine</p> <p>News articles from <a href="http://www.newsela.com">www.newsela.com</a></p> <p>Gather news stories that highlight:</p> <ul style="list-style-type: none"> <li>● attention-grabbing headlines</li> <li>● leads that convey the essential information</li> <li>● organizational structure</li> <li>● tone</li> </ul> <p>Teacher Resources:</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Assessment:</p>

		<p>Informational article scored with Writers Workshop Informational Rubric (available on website and in Writing Pathways)</p>
		<p>Checklist for Informational Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>

**Fourth Grade Writing Scope and Sequence At-A-Glance (as it correlates  
with the PTHSD District Approved Reading Scope and Sequence)**

	Reading	Writing/Grammar
Sept-Oct	Interpreting Characters: The Heart of the Story (Book 1)	<p>Unit 1, The Arc of Story: Writing Realistic Fiction (Book 1)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Use commas and quotation marks to mark direct speech and quotations from a text</li> <li>● Use correct capitalization</li> <li>● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)</li> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> </ul>
Oct-Nov	Reading the Weather, Reading the World (Book 2)	<p>Unit 2, Boxes and Bullets: Personal and Persuasive Essays (Book 2)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Use modal auxiliaries (e.g., can, may, must) to convey various conditions</li> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their)</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>● Form and use prepositional phrases</li> </ul>
Nov-Dec	Historical Fiction Book Clubs (Book 4)	<p>Unit 3, The Literary Essay: Writing about Fiction (Book 4)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their)</li> <li>● Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>● Use a comma before a coordinating conjunction in a compound sentence</li> </ul>

Jan-Feb	Solving the Mystery (If ...Then Book)	<p>Unit 4: Bringing History to Life (Book 3)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses</li> <li>● Spell grade-appropriate words correctly, consulting references as needed</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their)</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> </ul>
March	Test Prep	Test Prep
April-May	Reading History: The American Revolution Book (Book 3)	Unit 6, Historical Fiction Writing (If...Then...)
May-June	Social Issues Book Clubs (If...Then Book)	Unit 7, Journalism (If...Then...)