4th Grade Writing Resource Packet
Writing Curriculum Guide

Priority Standard: Text Type and Purposes
4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4.2 Write informative/explanatory texts to examine a topic and convey ideas and informational clearly.
4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Priority Standard: Product and Distribution of Writing
4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Priority Standard: Research to Build and Present Knowledge
4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Priority Standard: Language
See Grammar Knowledge Packet

Priority Standard: Speaking and Listening
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.

Grammar Scope and Sequence
In the first 10 minutes of the writing block, one way to make an authentic grammar connection is by having students decompose a well written sentence from a text to uncover elements of a well written sentence. The curriculum allows for two approaches. You may choose to use the 30 lessons in sequence (Skill Practice Teaching Guide page viii and ix) or when they naturally support the writing being done in a specific genre (Teacher's Manual Volume 1 page xxv).

Assessment
The assessments offered in the Being a Writer program are designed to help you:
1. Make informed instructional decisions as you teach the program
2. Track your students’ writing growth

The Being a Writer program provides a comprehensive and flexible set of formative and summative assessments that enable you to track and evaluate your students’ progress and needs, unit by unit and across the year.

Individual Writing Assessment
This is designed to help you assess growth. The “Individual Writing Assessment” record sheet consists of two sections:
A. Non-published writing
B. Published Writing

Part A: Non-Published Writing
Purpose: This writing is used to determine whether the writing that the student completes on a day to day basis shows evidence of the unit’s instruction and effort.

Part B: Published Writing
Purpose: to compare students’ work to his or her earlier writing rather than to the writing of other students.
Helps you score each students’ published or completed piece using a rubric that identifies certain descriptors of successful writing.
Selected published or completed pieces of writing to be scored using the appropriate BAW Rubric found in your Assessment Resource Book to inform our standards based report cards.

Conducting the Assessment
Teachers will collect a sample of student writing and use the Being a Writer rubric found in the assessment resource book to score and grade pieces of writing in each genre/unit. These are not stand alone assessments that will happen quarterly rather you will assess your students using a collection of their work. With each collection of work you will use ONE genre rubric per student instead of one rubric for each piece of writing. The samplings of writing will be used to determine overall proficiency. See Body of Evidence for more information.

See page XI of your Assessment Resource Book for an overview of the assessments in your grade, see the Body of Evidence to determine which assessments will be used to inform the report card each quarter.

Student Friendly Checklists
The Writing Resource Packet includes student friendly checklists where students can self-assess their writing using the same criteria as teachers will use from the standards based rubrics. In addition the Being a Writer program includes a Student Self-assessment to provide students with an opportunity to analyze their published pieces for characteristics of good writing.
## Unit 1: The Writing Community

**Timeline:** 15 Instructional days  
**Suggested Dates:** Aug. 22 - Sept. 12

### Alignment to Standards:
- [www.devstu.org/ccss](http://www.devstu.org/ccss)

### Priority Standard: Text Type and Purposes
- 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
- 4.2 Not addressed in this unit  
- 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Priority Standard: Product and Distribution of Writing
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Priority Standard: Research to Build and Present Knowledge
- 4.7 Not addressed in this unit.

### Priority Standard: Language
- See Grammar Knowledge Packet

### Priority Standard: Speaking and Listening
- 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.

### About the Unit
During this 3 week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practice of professional authors. They explore pre-writing techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures they use throughout the year.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Beginning-of-year Writing Sample, see p.2 in Assessment Resource Book</th>
</tr>
</thead>
</table>
| Checklists/Rubrics | (Optional Resource) Beginning-of-year Writing Sample Record, see p.4 in Assessment Resource Book  
| | Being a Writer: Assessment Resource Book  
| | Part B Published Writing Rubric (p. 51) |
## Writing Curriculum Guide

### Unit 2: The Writing Process

#### Timeline:
- **10 Instructional Days**
- **Suggested Dates:** Sept. 13-Sept. 27

#### Alignment to Standards:
[www.devstu.org/ccss](http://www.devstu.org/ccss)

#### Priority Standard: Text Type and Purposes
- 4.1 Not addressed in this unit
- 4.2 Not addressed in this unit
- 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Priority Standard: Product and Distribution of Writing
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Priority Standard: Research to Build and Present Knowledge
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### Priority Standard: Language
- See Grammar Knowledge Packet

#### Priority Standard: Speaking and Listening
- 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.

### About the Unit:
Students will learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically to replace extraneous information and clarifying confusing passages. They replace overused words with more interesting ones and explore strong openings. They learn procedures for proofreading for spelling and conventions using the Word Bank and Proofreading Notes. They write final versions to publish as books.

### Checklists/Rubrics
- Being a Writer: Assessment Resource Book
- Part B Published Writing Rubric (p. 29)
| Genre: Personal Narrative | **Priority Standard: Text Type and Purposes**  
4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
4.2 Not addressed in this genre.  
4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
**Priority Standard: Product and Distribution of Writing**  
4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
**Priority Standard: Research to Build and Present Knowledge**  
4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
**Priority Standard: Language**  
See Grammar Knowledge Packet  
**Priority Standard: Speaking and Listening**  
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. |

**About the Unit:** Students will write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, transitional words and phrases, engaging opening, and effective endings. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives. They also practice giving their full attention to the person who is speaking and expressing interest in and appreciation for other people’s writing.

**Checklists/Rubrics**  
Being a Writer: Assessment Resource Book  
Part B Published Writing Rubric (p. 51)
## Writing Curriculum Guide

### Genre: Fiction

- **Timeline:** 30 Instructional Days
- **Suggested Days:** Oct. 27 - Dec. 20

### Alignment to Standards:
- [www.devstu.org/ccss](http://www.devstu.org/ccss)

### Priority Standard: Text Type and Purposes
- 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Priority Standard: Product and Distribution of Writing
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Priority Standard: Research to Build and Present Knowledge
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### Priority Standard: Language
- See Grammar Knowledge Packet

### Priority Standard: Speaking and Listening
- 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.

### About the Unit:
Students will explore fiction writing. By hearing different kinds of fiction and exploring how authors get ideas and put stories together, the students learn how to integrate elements of character, setting, and plot into their own writing. They explore features of good fiction including descriptive details, transitional words and phrases, and endings that bring a story’s events to a close. They learn important skills and conventions pertinent to fiction writing.

### Checklists/Rubrics
- Being a Writer: Assessment Resource Book
- Part B Published Writing Rubric (p. 81)
**Writing Performance Task Preparation: Narrative**

**Timeline:** 5 Days

**Suggested Days:** Jan. 4 - Jan. 10

**Alignment to Standards:** [www.devstu.org/ccss](http://www.devstu.org/ccss)

### Priority Standard: Text Type and Purposes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Not addressed in this Unit</td>
</tr>
<tr>
<td>4.2</td>
<td>Not addressed in this Unit.</td>
</tr>
<tr>
<td>4.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
</tbody>
</table>

### Priority Standard: Product and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>

### Priority Standard: Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
</tbody>
</table>

### Priority Standard: Language

See Grammar Knowledge Packet

### Priority Standard: Speaking and Listening

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

**About the Unit**

During this one-week unit, the students prepare for the narrative writing portion of a CCSS end-of-year writing performance task. They discuss what they have learned about narrative writing and complete a practice performance task as a class, guided by the teacher. Students will write a story about traveling west in an imaginary wagon train on the Oregon Trail. Students will analyze a map of the Oregon Trail, an article, and a journey. They use the information they learned to answer research questions and write stories.

### Checklists/Rubrics

- Being a Writer: Assessment Resource Book
- Part B Published Writing Rubric (p. 81)
## Writing Curriculum Guide

### Genre: Opinion Writing

**Timeline:** 15 Instructional Days  
**Suggested Days:** Jan. 11 - Feb 1.

### Alignment to Standards:

[www.devstu.org/ccss](http://www.devstu.org/ccss)

### Priority Standard: Text Type and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2. Not addressed in this Genre.
3. Not addressed in this Genre.

### Priority Standard: Product and Distribution of Writing

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

### Priority Standard: Research to Build and Present Knowledge

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

### Priority Standard: Language

See Grammar Knowledge Packet

### Priority Standard: Speaking and Listening

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.

### About the Unit

Students will read and write persuasive essays defending particular opinions as they explore elements of opinion writing. They brainstorm topics they have strong opinions about and each student selects an opinion to write about. The students learn to identify an audience and purpose for their essays, state their opinion and support them with reasons, and use transitional words and phrases to connect opinions with reasons.

### Checklists/Rubrics

- Being a Writer: Assessment Resource Book  
- Part B Published Writing Rubric (p. 149)
## Writing Curriculum Guide

### Writing Performance Task Preparation: Opinion

**Timeline:** 5 Instructional Days  
**Suggested Dates:** Feb. 2 - Feb. 9

### Alignment to Standards:

[www.devstu.org/ccss](http://www.devstu.org/ccss)

| Priority Standard: Text Type and Purposes | 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
4.2 Not addressed in this Unit.  
4.3 Not addressed in this Unit. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Standard: Product and Distribution of Writing</td>
<td>4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Priority Standard: Research to Build and Present Knowledge</td>
<td>4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
<tr>
<td>Priority Standard: Language</td>
<td>See Grammar Knowledge Packet</td>
</tr>
<tr>
<td>Priority Standard: Speaking and Listening</td>
<td>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.</td>
</tr>
</tbody>
</table>

### About the Unit

Students will prepare for the opinion writing portion of a CCSS end-of-year writing performance task. They discuss what they have learned about opinion writing and complete a practice performance task as a class, guided by the teacher. They will begin by reading and discussing two articles on the topic-inventions that changed people’s topics. They each will take notes about what they learn, and use information from the sources to answer research questions and write an opinion essay about the topic.

### Checklists/Rubrics

- Being a Writer: Assessment Resource Book  
- Part B Published Writing Rubric (p. 149)
## Writing Curriculum Guide

### Genre: Expository Nonfiction

**Timeline:** 30 Instructional days  
**Suggested Days:** Feb. 10 - March 31

### Alignment to Standards:
[www.devstu.org/ccss](http://www.devstu.org/ccss)

### Priority Standard: Text Type and Purposes
- 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.2 Write informative/explanatory texts to examine a topic and convey ideas and informational clearly.
- 4.3 Not addressed in this Genre.

### Priority Standard: Product and Distribution of Writing
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Priority Standard: Research to Build and Present Knowledge
- 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### Priority Standard: Language
- See Grammar Knowledge Packet

### Priority Standard: Speaking and Listening
- 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.

### About the Unit:
The students will immerse themselves in nonfiction text about countries. Partners will select a country to research together. They will write, revise, and publish an informational report about the country. The students learn research skills, such as taking notes, categorizing information by a subtopic, and conducting effective Internet searches. They learn about features of expository text, such as biography sections and tables of contents.

### Checklists/Rubrics
- Being a Writer: Assessment Resource Book
- Part B Published Writing Rubric (p. 112)
Writing Performance Task Preparation: Informative/Explanatory

**Timeline:** 5 Instructional Days
**Suggested Dates:** April 3- April 7

**Alignment to Standards:**
[www.devstu.org/ccss](http://www.devstu.org/ccss)

<table>
<thead>
<tr>
<th>Priority Standard: Text Type and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Not addressed in this Unit.</td>
</tr>
<tr>
<td>4.2 Write informative/explanatory texts to examine a topic and convey ideas and informational clearly.</td>
</tr>
<tr>
<td>4.3 Not addressed in this Unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standard: Product and Distribution of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standard: Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standard: Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Grammar Knowledge Packet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standard: Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**About the Unit:** Students will prepare for the informative/explanatory writing portion of a CCSS end-of-year writing performance task. They discuss what they have learned about informative/explanatory writing and complete a practice performance task as a class, guided by the teacher. The students begin by watching two short videos and reading two articles from a simulated website about exploring Mars. They each take notes about what they learn, and use information from the sources and their notes to answer research questions and write a report about the topic.

**Checklists/Rubrics**
- Being a Writer: Assessment Resource Book
- Part B Published Writing Rubric (p. 112)
### Writing Curriculum Guide

**Genre: Functional Writing**

**Timeline:** 15 Instructional Days.  
**Suggested Days:** April 10 - May 1

**Alignment to Standards:**  
[www.devstu.org/ccss](http://www.devstu.org/ccss)

**Priority Standard: Text Type and Purposes**

- 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.2 Write informative/explanatory texts to examine a topic and convey ideas and informational clearly.
- 4.3 Not addressed in this Genre.

**Priority Standard: Product and Distribution of Writing**

- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Priority Standard: Research to Build and Present Knowledge**

- 4.7 Not addressed in this Genre.

**Priority Standard: Language**

See Grammar Knowledge Packet

**Priority Standard: Speaking and Listening**

- 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.

### About the Unit:

Students will read and discuss recipes and directions while exploring craft elements of functional writing. They explore using modal auxiliaries, such as can, may, and must, in their directions. They will consider the audience and purpose of their directions and review them for sequence, completeness, accuracy, and clarity.

### Checklists/Rubrics

- Being a Writer: Assessment Resource Book  
- Part B Published Writing Rubric (p. 131)
# Writing Curriculum Guide

<table>
<thead>
<tr>
<th>Genre: Poetry</th>
<th>Priority Standard: Text Type and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: 10 Instructional Days.</td>
<td>4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
<tr>
<td>Suggested Days: May 2 - May 12</td>
<td>4.2 Not addressed in this Genre.</td>
</tr>
<tr>
<td></td>
<td>4.3 Not addressed in this Genre.</td>
</tr>
</tbody>
</table>

### Alignment to Standards:
- [www.devstu.org/ccss](http://www.devstu.org/ccss)

## About the Unit:
Students will hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about feelings, object, weather, animals, and things that make noise. The students learn that poets can break capitalization and punctuation rules intentionally, and they think about what this would look like in their own poems. They tap into their creativity and express interest in and appreciation for one another's creativity and writing.

### Checklists/Rubrics
- Being a Writer: Assessment Resource Book
- Part B Published Writing Rubric (p. 165)
## Writing Curriculum Guide

### Unit 9: Revisiting The Writing Community (If time permits).
Unit 9 is removed to create TRE days for assessments.

**Timeline:** 5 Instructional Days  
Suggested Days: May 15-19

### Alignment to Standards:
[www.devstu.org/ccss](http://www.devstu.org/ccss)

### Priority Standard: Text Type and Purposes
- 4.1 Not addressed in this Unit.
- 4.2 Not addressed in this Unit.
- 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Priority Standard: Product and Distribution of Writing
- 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Priority Standard: Research to Build and Present Knowledge
- 4.7 Not addressed in this unit.

### Priority Standard: Language
See Grammar Knowledge Packet

### Priority Standard: Speaking and Listening
- 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.

### About the Unit:
The students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year’s class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another’s writing and thinking.

### Assessments
- End-of-year Writing Sample, see p.168 in Assessment Resource Book

### Checklists/Rubrics
- Being a Writer: Assessment Resource Book  
- Part B Published Writing Rubric (p. 51)
## Suggested Quick Reference Pacing Guide

### Being a Writer

#### 2016-2017

#### Grade 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Instructional Days</th>
<th>Additional TRE Days</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>15</td>
<td>5</td>
<td>Aug. 22 - Sept. 12</td>
</tr>
<tr>
<td>2</td>
<td>The Writing Process</td>
<td>10</td>
<td></td>
<td>Sept. 13 - Sept. 27</td>
</tr>
<tr>
<td>Genre</td>
<td>Personal Narrative</td>
<td>20</td>
<td></td>
<td>Sept. 28 - Oct. 26</td>
</tr>
<tr>
<td>Genre</td>
<td>Fiction</td>
<td>30</td>
<td></td>
<td>Oct. 27 - Dec. 20</td>
</tr>
<tr>
<td>WPTP</td>
<td>Narrative Writing Unit</td>
<td>5</td>
<td></td>
<td>Jan. 4 - Jan. 10</td>
</tr>
<tr>
<td>Genre</td>
<td>Opinion Writing</td>
<td>15</td>
<td></td>
<td>Jan. 11 - Feb 1</td>
</tr>
<tr>
<td>WPTP</td>
<td>Opinion Writing Unit</td>
<td>5</td>
<td></td>
<td>Feb. 2 - Feb. 9</td>
</tr>
<tr>
<td>Genre</td>
<td>Expository Nonfiction</td>
<td>30</td>
<td></td>
<td>Feb. 10 - March 31</td>
</tr>
<tr>
<td>WPTP</td>
<td>Informative/Explanatory Writing Unit</td>
<td>5</td>
<td>(+5 if omit Unit 9)</td>
<td>April 3 - April 7</td>
</tr>
<tr>
<td>Genre</td>
<td>Functional Writing</td>
<td>15</td>
<td></td>
<td>April 10 - May 1</td>
</tr>
<tr>
<td>Genre</td>
<td>Poetry</td>
<td>10</td>
<td></td>
<td>May 2 - May 12</td>
</tr>
<tr>
<td>9</td>
<td>Revisiting the Writing Community (Optional)</td>
<td>5</td>
<td></td>
<td>May 15 - May 19</td>
</tr>
</tbody>
</table>

*Use TRE days at your discretion. Semester 1 must end with Fiction by December 20, 2016. Semester 2 must be completed by May 19, 2017. Due to assessments during the second semester, we recommend that TRE days be used to accommodate testing schedules.*

*Backwards plan and condense units as needed.*
| Best Practice 1: Daily Writing Lesson - Getting Ready to Write | ● Daily lessons should be about 15 minutes. If more time is needed, continue the lesson the next day.  
● Gather students closely together at a meeting area. Best practice shows that this is superior for attention and building a community of writers.  
● Do Suggested Vocabulary and ELL Vocabulary in the mentor text lesson.  
● Use questions within the discussion portion of the lesson as written.  
● Post anchor charts as directed in the teacher’s manual.  
● Any grammar/skills lessons embedded in Getting Ready to Write are critical to include. |
| Best Practice 2: Writing Time | ● The expectation is that every child will produce writing.  
● Teacher writes for 2-5 minutes. To model that all people are writers, to produce samples to share with students, and initiate the no-walk/no-talk expectation.  
● Randomly pair students for entirety of unit. Working with the same partner over time helps students build a working relationship.  
● There needs to be a quiet environment for writing. Children do get to share their writing at the end, but quiet allows students thinking time and helps to build stamina.  
**CONFERRING** - conferencing should be happening every day. Consider making a conferencing calendar to conference with each student at least twice per unit.  
○ Initial/Roaming (use the class assessment notes from your assessment book or app)  
○ Formal- one-on-one (use the conferencing notes from your assessment book or app)  
○ Use Pair Conferring when suggested in the program |
| Best Practice 3: Sharing and Reflecting | ● Provides lesson closure and supports the writing community.  
● Sharing should occur for 3-5 minutes each day.  
● Students can share out to whole class, in small groups, or with a partner. |
| Best Practice 4: Grammar Instruction | ● Skill Practice Note: grammar lessons in the purple sidebars should be taught during that week using one of the following methods:  
○ Mentor sentences: In the first 10 minutes of the writing block, one way to teach grammar is by having students notice elements of a well written sentence.  
○ Skills Practice Teaching Guide |
| Best Practice 5: Performance Task Preparation Guide | ● Grades 3-5  
● This takes place of your writing block 3 times a year (1-2 weeks of instruction each)  
● Guided practice |

**Assessments**

- Conference Notes  
- Part A - Non-Published Writing (use to inform effort grade)  
- Part B - Published Writing Rubric- (to be used with completed work, 1 per unit)  
- Class Assessment Notes (mandatory for observation but not to be recorded)  
- Social Skills Assessment (optional)  
- Beginning of Year/End of Year Writing Sample Record (highly encouraged)
District 6 Handwriting Guidelines

Why do we teach handwriting?

Handwriting is a necessary skill in the writing process. In order to develop automaticity in print and cursive, students need adequate time practicing accurate and neat letter formation. Students should also have adequate practice reading in print and cursive in the classroom.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Guidelines</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Required print instruction-accurate and neat to create automaticity 10 minutes of instruction daily during the writing block or other time period Practice correct letter formation</td>
<td>-Handwriting Foundations-found on schoology -Zaner Bloser- Wonders Schools</td>
</tr>
<tr>
<td>First Grade</td>
<td>Required print instruction 10 minutes of instruction daily during writing block or other time period</td>
<td>Zaner Bloser</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Required review during 1st semester Review on open days during writing block or other time period 15-20 minutes</td>
<td>Zaner Bloser</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Required Cursive Instruction-accurate and neat to create automaticity August - December Instruction 10 minutes of instruction per day during the writing block or other time period January-May ● Application of cursive by teacher and students</td>
<td>Zaner Bloser</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Review Cursive during 1st quarter Application as applicable</td>
<td>Wonders Handwriting online resource</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>Review Cursive during 1st quarter Application as applicable</td>
<td>Wonders Handwriting online resource</td>
</tr>
</tbody>
</table>
# Student Checklist

**Grade 4**

<table>
<thead>
<tr>
<th>Name __________________________________________</th>
<th>Date ___________________</th>
</tr>
</thead>
</table>

## Concept/Skill

### Edit

Put an X in this column after you have done the following.

<table>
<thead>
<tr>
<th>Student Teacher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Concept/Skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I use complete sentences?</td>
<td></td>
</tr>
<tr>
<td>Did I punctuate correctly? (end punctuation, commas, apostrophes, abbreviations, quotation marks)</td>
<td></td>
</tr>
<tr>
<td>Did I capitalize correctly? (beginning of sentences, proper nouns, the word “I”)</td>
<td></td>
</tr>
<tr>
<td>Are my high frequency words spelled correctly? Are my challenging words spelled using phonics rules?</td>
<td></td>
</tr>
<tr>
<td>Did I indent my paragraph(s)?</td>
<td></td>
</tr>
<tr>
<td>Is my writing legible? (on my final copy)</td>
<td></td>
</tr>
<tr>
<td>Did I reread my writing to make sure it sounds right?</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
**Student Revision Checklist**
Informative/Explanatory/Functional
Grade 4

Name _______________________________ Date __________________
Title ________________________________

<table>
<thead>
<tr>
<th>Concept/Skill</th>
<th>Revise</th>
<th>Put an X in this column after you have done the following.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>Did I follow the prompt?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my introductory paragraph introduce the topic and have a thesis statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I group related information in paragraphs and sections?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I have a concluding statement or section?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use transitions to link paragraphs and make my writing flow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use accurate and precise verbs/interesting adverbs and adjectives? (Did I show instead of tell?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you hear voice in my essay? (My writing attempts to connect with my audience and my attitude about my topic is obvious)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do most of my sentences begin differently?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use a variety of sentence lengths?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

Greeley-Evans School District 6
2016 - 2017
4th Grade Writing Curriculum Guide
## Student Revision Checklist
### Narrative/Fiction
#### Grade 4

**Name** ___________________________  **Date** _____________

**Title** ___________________________

<table>
<thead>
<tr>
<th>Concept/Skill</th>
<th>Put an X in this column after you have done the following.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise</strong></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>Did I follow the prompt?</td>
<td></td>
</tr>
<tr>
<td>Does the beginning catch the interest of my audience?</td>
<td></td>
</tr>
<tr>
<td>Is there a beginning, middle, and end?</td>
<td></td>
</tr>
<tr>
<td>Is the ending satisfying?</td>
<td></td>
</tr>
<tr>
<td>Are all the events important and in order?</td>
<td></td>
</tr>
<tr>
<td>Did I use connectors to make my writing flow?</td>
<td></td>
</tr>
<tr>
<td>Did I use sensory details including: active and precise verbs/interesting adverbs and adjectives? (Did I show instead of tell?)</td>
<td></td>
</tr>
<tr>
<td>Can I hear my voice in the writing? (personality - figurative language)</td>
<td></td>
</tr>
<tr>
<td>Do most of my sentences begin differently?</td>
<td></td>
</tr>
<tr>
<td>Did I use a variety of sentence lengths?</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** ___________________________
# Student Revision Checklist

## Opinion

### Grade 4

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title __________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept/Skill</th>
<th>Revise</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Did I follow the prompt?**
- **Does the opening paragraph state my position in an interesting way?**
- **Did I include convincing reasons in each paragraph to support my opinion?**
- **Did I support my reasons with facts or details?**
- **Does my conclusion restate my opinion in a different way?**
- **Did I save my most compelling reason for last?**
- **Did I use transitions to make my writing flow?**
- **Did I use active and precise verbs/interesting adverbs and adjectives? (Did I show instead of tell?)**
- **Can you hear my voice? (Personality or figurative language?)**
- **Do most of my sentences begin differently?**
- **Did I use a variety of sentence lengths?**

**Comments:**

---

Greeley-Evans School District 6  
2016 - 2017  
4th Grade Writing Curriculum Guide
## Editing Marks

### Fourth and Fifth Grades

<table>
<thead>
<tr>
<th>Editing</th>
<th>Revising</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Capitalize a letter</td>
</tr>
<tr>
<td>o</td>
<td>Add punctuation</td>
</tr>
<tr>
<td>▲</td>
<td>Insert a word, letter, or a space</td>
</tr>
<tr>
<td></td>
<td>Correct a spelling error</td>
</tr>
<tr>
<td>/</td>
<td>Make a capital letter lowercase</td>
</tr>
<tr>
<td>~</td>
<td>Transpose</td>
</tr>
<tr>
<td>∫</td>
<td>Add space (vertical squiggly line)</td>
</tr>
<tr>
<td>∪</td>
<td>Close space</td>
</tr>
<tr>
<td>word</td>
<td>Change word</td>
</tr>
<tr>
<td>⚖️</td>
<td>Begin a new paragraph</td>
</tr>
<tr>
<td>⚖️</td>
<td>Take something out</td>
</tr>
<tr>
<td>SF</td>
<td>Sentence fragment</td>
</tr>
<tr>
<td>RO</td>
<td>Run-on sentence</td>
</tr>
<tr>
<td>S/V</td>
<td>Subject verb agreement</td>
</tr>
<tr>
<td>dn</td>
<td>Double negative</td>
</tr>
<tr>
<td>vt</td>
<td>Verb tense</td>
</tr>
</tbody>
</table>