

# Fourth Grade Writing Curriculum Map

	September	October	November	December	January	
Unit Name or Theme	Launching the Writers’ Workshop	Short Story/Narrative Writing	Drama	Poetry	Informational Writing	Unit Name or Theme
Enduring Understandings & Performance Indicators	<p>The writing process (i.e. pre-writing, drafting, revising, editing, publishing) assists in developing a final written product.</p> <p>Writers write often &amp; may revisit pieces over time.</p> <p>Writers accept &amp; utilize peer feedback.</p> <p>Writers apply appropriate vocabulary in a given written situation.</p> <p>Writers write legibly.</p> <p>Writers write with technology.</p>	<p>Fiction contains literary elements including plot, setting, character and theme.</p> <p>Writers develop and support main ideas.</p> <p>Writers order events in a story.</p> <p>Writers develop impressions.</p> <p>Writers engage an audience.</p> <p>Writers deepen understandings for an audience.</p> <p>Writers compare &amp; contrast points of view.</p>	<p>Fiction contains literary elements of plot (e.g. conflict, climax, resolution), setting, character development, theme and point of view.</p> <p>Writers create an effect (e.g. comedy, suspense, horror).</p> <p>Writers develop plays &amp; scripts utilizing dialogue to convey message.</p> <p>Literary devices (e.g. simile, metaphor, figurative language, flashback) can be used to illustrate points in writing.</p>	<p>Writers use descriptive language to demonstrate explicit thoughts.</p> <p>Poets use a variety of word choices &amp; sentence structures.</p>	<p>Locating, gathering, documenting &amp; writing information are steps in an informational writing process.</p> <p>Information can be categorized for organizational purposes.</p> <p>Writers transition a reader among a series of information.</p> <p>Writers support their writing with a variety of tables, charts and illustrations.</p> <p>Writers communicate information &amp; sustain a reader’s interest.</p> <p>Writers determine main idea of text, interpret &amp; synthesize information.</p>	Enduring Understandings & Performance Indicators

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Essential Questions	<p>How do I work through the writing process?</p> <p>Why do writers write frequently and over a span of time?</p> <p>How can I organize my collection of writing?</p> <p>How do I utilize peer feedback in my writing?</p> <p>Why is vocabulary use and variance important in my writing?</p> <p>How do I write legibly?</p> <p>Why is technology important for a writer?</p>	<p>How do I incorporate the literary elements into my writing?</p> <p>How can I expand upon the main idea of my story or idea?</p> <p>Why is it important to order events?</p> <p>How can I lead a reader into deeper understandings and interest?</p>	<p>How do I further develop literary elements?</p> <p>How can I portray an effect in writing?</p> <p>What conventions &amp; elements are needed in developing plays &amp; scripts?</p> <p>How can literary devices expand a story or idea?</p>	<p>How can I distinguish among poetic styles?</p> <p>How can I develop my feelings, thoughts or experiences in original works of poetry?</p> <p>Why do poets use descriptive language?</p> <p>How can I incorporate a variety of word choices &amp; sentence structures into my poetry?</p>	<p>What resources can be utilized to assist me in ascertaining information about a specific topic?</p> <p>How do I distinguish essential from nonessential facts?</p> <p>How do I connect ideas effectively?</p> <p>What tools will help me support my writing and reader understanding?</p>	Essential Questions
Assessment Strategies Formative & Summative	<p>Journals Essays Peer feedback Editor checklists Port A Center kits Houghton Mifflin assessments Teacher-created</p>	<p>Journals Essays Book reports Port A Center kits Houghton Mifflin assessments Teacher-created</p>	<p>Journals Essays Book reports Port A Center kits Houghton Mifflin assessments Teacher-created</p>	<p>Journals Essays Book reports Port A Center kits Houghton Mifflin assessments Teacher-created</p>	<p>Journals Essays Book reports Port A Center kits Houghton Mifflin assessments Teacher-created</p>	Assessment Strategies Formative & Summative

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Instructional Skills & Strategies	<p><b>Instructional Skills &amp; Strategies:</b> Uses pre-writing strategies to plan &amp; organize ideas</p> <p>Draft with assistance</p> <p>Revise, edit &amp; publish writing appropriate to the task &amp; purpose</p> <p>Utilize peer feedback to edit</p> <p>Write routinely</p> <p>Write over extended time frames</p> <p>Use technology to produce &amp; publish writing</p> <p>Peer edit</p> <p>Alter vocabulary choices</p> <p>Use technology</p> <p>Practice cursive writing</p>	<p><b>Instructional Skills &amp; Strategies:</b> Write narrative pieces with a sharp distinct focus</p> <p>Develop a main idea supported by details</p> <p>Recognize a well-developed paragraph</p> <p>Create a paragraph with a topic sentence, supporting details and closure</p> <p>Develop event sequence that unfolds naturally</p> <p>Write a series of related, ordered paragraphs including transition words</p> <p>Develop a short story with a recognizable theme, plot, &amp; setting addressing an audience</p> <p>Develop a character(s) within a short story</p> <p>Identify point of view (i.e. first, second, third person)</p> <p>Compare &amp; contrast points of view</p>	<p><b>Instructional Skills &amp; Strategies:</b> Write a short story with a well-developed plot (e.g. conflict, climax, resolution) with assistance</p> <p>Depict a detailed setting within a short story</p> <p>Describe character(s) in detail, relating emotions &amp; reactions</p> <p>Recognize &amp; address the theme of a written piece</p> <p>Depict point of view</p> <p>Review various short stories with a dramatic effect (e.g. comedy, suspense, mystery, horror, play, script)</p> <p>Create a short story or play with dramatic effect &amp;/or narrator projecting meaning for an audience</p> <p>Utilize dialogue when needed including a variety of sentence complexities &amp; structures</p> <p>Utilize literary devices (e.g. simile, metaphor, figurative language, flashback) to illustrate points in writing with assistance</p>	<p><b>Instructional Skills &amp; Strategies:</b> Use strong verbs &amp; nouns</p> <p>Implement sensory details</p> <p>Incorporate language appropriate to content, purpose &amp; intended audience</p> <p>Review various forms of poetry</p> <p>Write to replicate various forms of poetry utilizing original thoughts and word choice</p> <p>Apply a written style</p> <p>Develop a written voice</p>	<p><b>Instructional Skills &amp; Strategies:</b> Examine an informative topic &amp; gather information from multiple sources</p> <p>Develop a topic with facts, definitions &amp; details in a series of paragraphs</p> <p>Create detailed illustrations, maps, diagrams, &amp;/or charts to convey information</p> <p>Explain events, procedures, ideas and concepts in a historical, scientific or technical context, including what happened &amp; why</p> <p>Describe overall structure of events, ideas, concepts or information in a text or part of a text</p> <p>Provide a concluding section related to the information presented</p> <p>Appropriately document references</p> <p>Utilize resources to accurately spell</p> <p>Apply correct punctuation</p> <p>Determine main idea</p> <p>Explain how main idea is supported by text</p> <p>Identify relevant details</p> <p>Summarize &amp; synthesize information</p>	Instructional Skills & Strategies
Primary Resources	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics) English resources from Houghton and Mifflin</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics) English resources from Houghton and Mifflin</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics) English resources from Houghton and Mifflin</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics) English resources from Houghton and Mifflin</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics) English resources from Houghton and Mifflin</p>	Primary Resources

# Fourth Grade Writing Curriculum Map

Learning Standards	PA Learning Standard 1.5 CCSS: Production & Distribution of Writing 5, 6, Range of Writing 10	PA Learning Standards 1.4, 1.5 CCSS: Text Types & Purposes 3a,c,d,e, Production & Distribution of Writing 4, Research to Build & Present Knowledge 9a, Range of Writing 10	PA Learning Standards 1.4, 1.5 CCSS: Text Types & Purposes 3a,b, Production & Distribution of Writing 4, Research to Build & Present Knowledge 9a, Range of Writing 10	PA Learning Standards 1.4, 1.5 CCSS: Text Types & Purposes 3, Range of Writing 10	PA Learning Standards 1.4, 1.5 CCSS: Texts Types & Purposes 2a,b,c,d,e, Research to Build & Present Knowledge 9b, Range of Writing 10	Learning Standards
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## Fourth Grade Writing Curriculum Map

	February	March	April	May	June	
Unit Name or Theme	Research report	Persuasive Writing	Collaborative Writing	Personal Writing	Journal Writing	Unit Name or Theme
Enduring Understanding & Performance Indicators	<p>Writers research a variety of media &amp; resources to learn about a topic.</p> <p>Writers use reasons &amp; evidence to support points.</p> <p>Writers utilize APA style to cite &amp; reference resources.</p> <p>Writers blog &amp;/or interact with others in an investigation.</p> <p>Writers systematically document &amp; organize information gained in the research process.</p> <p>In order to inform an audience, a writer needs to define specialized vocabulary &amp; content.</p> <p>Writers write, publish &amp; share information learned.</p>	<p>Writers share point of view supported by reasons.</p> <p>Opinion pieces communicate information on topics &amp;/or texts.</p> <p>Readers &amp; writers distinguish between fact &amp; opinion.</p> <p>Readers &amp; writers identify bias &amp; favoritism in writing.</p> <p>Writers write to persuade.</p>	<p>Writers respond to a prompt.</p> <p>Writers have creative ideas.</p> <p>Writers collaborate.</p>	<p>Writers have a personal style.</p> <p>Writers have a personal voice.</p> <p>Writers engage in free writing responding to feelings, experiences, ideas, information &amp; beliefs.</p> <p>Writers reflect.</p>	<p>Writers journal.</p> <p>Writers document opinions concerning a chosen topic.</p>	Enduring Understandings & Performance Indicators

# Fourth Grade Writing Curriculum Map

Essential Questions	<p>Why is it important to research?</p> <p>How can I effectively document important facts &amp; information?</p> <p>How can I learn from others &amp; communicate my understandings to a world-wide audience?</p> <p>How do I organize a variety of information?</p> <p>How do I cite &amp; reference resources?</p> <p>How do I effectively explain specialized vocabulary or content in my writing?</p> <p>What methods or forum should I use to share my information with an audience?</p> <p>How do I improve my keyboarding skills?</p>	<p>Why is it important to support my opinion in my writing?</p> <p>How do authors depict opinions in their writing?</p> <p>How do I communicate my point of view without demonstrating harsh bias or favoritism?</p> <p>How can I actively persuade an audience to consider my point of view?</p>	<p>Why is collaboration necessary?</p> <p>How can I effectively collaborate on a writing project?</p> <p>Why do writers respond to a prompt?</p> <p>How can I respond to a given topic or idea creatively?</p>	<p>Why do writers write?</p> <p>How can I engage in the writing process independently?</p> <p>How can I communicate my personal style in my writing?</p> <p>How can I develop my voice in writing?</p> <p>What tools can I use to assist me in the reflection process?</p>	<p>How do I collect my writing?</p> <p>Why should I organize my writing?</p> <p>How can I share my writing?</p>	Essential Questions
Assessment Strategies Formative & Summative	<p>Port A Center kits</p> <p>Houghton Mifflin assessments</p> <p>Teacher-created</p> <p>Research report folders</p>	<p>Port A Center kits</p> <p>Houghton Mifflin assessments</p> <p>Teacher-created</p> <p>Writing process folders</p> <p>Peer editor checklists</p>	<p>Port A Center kits</p> <p>Houghton Mifflin assessments</p> <p>Teacher-created</p> <p>Writing process folders</p> <p>Peer editor checklists</p>	<p>Port A Center kits</p> <p>Houghton Mifflin assessments</p> <p>Teacher-created</p>	<p>Port A Center kits</p> <p>Houghton Mifflin assessments</p> <p>Teacher-created</p>	Assessment Strategies Formative & Summative

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Instructional Skills & Strategies	<p><b>Instructional Skills &amp; Strategies:</b> Research a topic with a variety of resources</p> <p>Blog on the internet with others to exchange information concerning a specific topic</p> <p>Utilize a variety of resources in gathering information (e.g. textbook, internet, books, reference materials)</p> <p>Document relevant information on note cards, graphic organizers, lists, categories</p> <p>Prioritize facts and information</p> <p>Utilize specialized vocabulary &amp; content in writing</p> <p>Publish &amp; present research to inform an audience (using multimedia resources and composition)</p> <p>Utilize APA style to cite &amp; reference</p> <p>Demonstrate word processing/keyboarding skills</p>	<p><b>Instructional Skills &amp; Strategies:</b> Review persuasive writing from various authors</p> <p>Distinguish between fact &amp; opinion among texts</p> <p>Develop &amp; support point of view seeking reasons &amp; information</p> <p>Identify bias &amp; favoritism among texts</p> <p>Write persuasively in advertisements, newspaper columns, letters, essays</p> <p>Develop writer’s purpose with introductory, supporting and concluding paragraphs</p> <p>Provide linking words &amp; phrases (e.g. for instance, in order to, in addition, for example)</p>	<p><b>Instructional Skills &amp; Strategies:</b> Recognize relevance of working in a group</p> <p>Work collaboratively to brainstorm ideas to solve a problem, investigate an idea, &amp;/or write to respond to a prompt</p> <p>Think creatively</p> <p>Listen actively</p> <p>Respond to others appropriately</p> <p>Develop a written product reflective of collaborative efforts</p> <p>Use an editing checklist</p> <p>Create a finished piece using an appropriate format</p>	<p><b>Instructional Skills &amp; Strategies:</b> Engage in the writing process</p> <p>Develop personal ideas</p> <p>Write with style</p> <p>Reread writing attending to voice</p> <p>Utilize checklists, rubrics &amp;/or anchor papers to reflect upon the quality of a piece</p>	<p><b>Instructional Skills &amp; Strategies:</b> Develop a portfolio</p> <p>Organize portfolio &amp;/or writers notebook</p> <p>Share portfolio with an audience</p>	Instructional Skills & Strategies
Primary Resources	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics)</p> <p>English resources from Houghton and Mifflin Internet resources</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics)</p> <p>English resources from Houghton and Mifflin Internet resources</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics)</p> <p>English resources from Houghton and Mifflin Internet resources</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics)</p> <p>English resources from Houghton and Mifflin Internet resources</p>	<p>Houghton Mifflin resources GUM (Grammar, Usage and Mechanics)</p> <p>English resources from Houghton and Mifflin Internet resources</p>	Primary Resources
Learning Standards	<p>PA Learning Standard 1.4, 1.5 CCSS: Text Types &amp; Purposes 2a,b,c,d,e, Production &amp; Distribution of Writing 4,6, Research to Build &amp; Present Knowledge 7,8,9b, Range of Writing 10</p>	<p>PA Learning Standard 1.4, 1.5 CCSS: Text Types &amp; Purposes 1a,b,c,d, Production &amp; Distribution of Writing 4, Research to Build &amp; Present Knowledge 9b, Range of Writing 10</p>	<p>PA Learning Standard 1.5 Range of Writing 10</p>	<p>PA Learning Standard 1.5 Range of Writing 10</p>	<p>PA Learning Standard 1.5</p>	Learning Standards