Somers Point School District



Curriculum

Language Arts Literacy - Writing

Grade Four

August 2016

Board Approved:

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment
- Providing optimal facilities and resources
- Mastering the skills and tools needed for success
- Facilitating an educational partnership with home, school and community

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs

Students are unique and reflect a wide range of diversity.

- Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

All students will become empowered by developing their literacy abilities to their fullest potential.

- Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

Learning is best enhanced when assessment informs and drives instruction.

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

Becoming literate is dependent upon strong links among home, school, and the community.

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

New Jersey State Department of Education

New Jersey Student Learning Standards

A note about English Language Arts Standards:

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and

speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

• Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

• Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: http://www.state.nj.us/education/cccs/

ELA Curriculum Map-Writing

Enduring UnderstandingsEssential QuestionsSkills/21 Century SkillsStandards-Writers use dialogue, action, narration, and characters'-How do writers develop the main characters of a-Develop clear and coherentW.4.4: Produce clear BOY writing picture	Assessments
narration, and characters' develop the main and coherent Produce clear BOY writing p	
	chmark Assessments:
thoughts to help characters of a writing that is and coherent	iece
reveal character's traits and story? organized. writing in Student portfo	olio of material from the
personality -How do -Plan, revise, which the year.	
-Writers understand that characters' and edit development	
characters' dialogue, actions, and thoughts, actions writing. and Weekly review	w of writer's notebook.
thoughts affect the outcome of and dialogues Write for an organization	
the story. affect the extended are Anecdotal Not	tes from group work and
-Writers use sensory details to outcome of a period of time. appropriate to weekly confer	
paint a picture of the setting in the story? -Writing task, purpose,	cheng.
mind of the readerHow do writers meaningful and audience.	
-Writing detailed description of develop the description of W.4.5 : With Published Piece	ces
the events of the story will allow setting to involve narrative guidance,	
	oom with one on one
and increase the reader's -How does the -Writing strengthen conferencing a	and peer conferencing
enjoyment of the story. description of descriptive writing as	
-Writers understand the story events dialogue using needed by	
importance of the writing process. increase reading correct planning, Suggested Re-	
	Vriting Fiction (S)
powerful openings that set the -How will conventions. editing. Various intern	net resources
tone for the entire piece. following the -Include strong W.4.6 : With Dictionary	
-Writers include a strong closing writing process adjectives and some Thesaurus	
that clearly brings the story to create stronger verbs to create guidance, use Anchor Charts	S
close as it allows the reader to writing pieces? strong mental technology, to	
reflect on the storyHow do writers images in the produce and <u>http://www.re</u>	eadwritethink.org/
hook their reader's mind. publish	
Vocabulary readers? -Apply writing as well <u>http://kcd4.blc</u>	
pro write and percentration of	nmended writing websites for
uisur dialague permitian action does the closing fluency and 4 th grade)	
the use the multiple set of the s	luplace.com/graphicorganizer/
resolution/solution, plot events story? command of with others. (graphic organ	nizers)
setting, characters, revise/edit the W.4.10: Write	
Modifications: conventions of routinely over	
SE, ELL, BSI, GT grammar, extended time	
Modifications - usage, and frames and	
-Graphic mechanics. shorter time	
Organizers -Apply grade frames for a	
-Allow extra time appropriate range of	
-Tiered Writing grammar and discipline-	
-Small spelling. specific tasks,	
Group Instruction <i>-Reflect</i> purposes, and	
-Adjust Pacing critically on audiences	
-Technological learning L.4.1.a-g:	
support where <i>experiences</i> . Demonstrate	
applicable -Make command of	
judgements the	
and decisions conventions	

	· · · ·
about their	of standard
writing.	English
-Articulate	grammar and
thoughts and	usage when
ideas	writing or
effectively	speaking.
using written	L.4.2.a-d:
communication	Demonstrate
skills.	command of
-Think	the
creatively	conventions
using a wide	of standard
range of	English
creation	
techniques	capitalization, punctuation,
such as	and spelling
brainstorming.	when writing.
	L.4.3.a-c: Use
	knowledge of
	language and
	its
	conventions
	when writing,
	speaking,
	reading, or
	listening.
	L.4.4.C:
	Consult
	reference
	materials both
	print and
	digital, to find
	the
	pronunciation
	and
	determine or
	clarify the
	precise
	meaning of
	words.
	L.4.6: Acquire
	and use
	accurately
	grade-
	appropriate
	general
	academic and
	domain-
	specific words
	and phrases.
1	

ELA Curriculum Map-WRITING Grade 4

Big Idea: Narrative	Writing Task (Persor	al Narrative)		Writing- MP 1 (PAGE 2)
Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
-Writer's share things	-How is personal	-Explain and	W.4.3.A-E:	
about themselves through	narrative writing	demonstrate the	Write	Student portfolio of material from the
their writing.	different from	structure of a	narratives to	year.
-Writers use dialogue,	other forms of	narrative writing	develop real or	,
action, narration and	writing?	piece.	imagined	Weekly review of writer's notebook.
characters' thoughts to	-How do writers	-Plan, revise and	experiences or	
help move their stories	give their	edit writing.	events using	Anecdotal Notes from group work and
forward and give their	characters and	-Develop a story	effective	weekly conferencing.
characters greater depth.	stories greater	with a beginning,	technique,	weekly conterencing.
-Writers use sensory	depth?	middle and end.	descriptive	Dublished Disease
details to paint a picture of	-How do writers	-Write a story with	details and	Published Pieces
the setting in the mind of	develop the	a clear problem	clear event	
the reader.	setting to involve	and a resolution.	sequences.	Google Classroom with one on one
-Writers hook their	the reader?	-Write a story with	W4.4 Produce	conferencing and peer conferencing
readers with powerful	-How do writers	events that move	clear and	
openings that set the	hook their	a story forward.	coherent	Suggested Resources:
scene and the tone for the	readers?	-Use sensory	writing	
piece	-How does	details to describe	W.4.5 :With	Lucy Calkins Writing Fiction (S)
-Writing detailed	elevating the	a setting and set	guidance and	Various internet resources
description of the	description of the	the tone.	support from	Dictionary
problem, events, and	problem, events,	-Develop	peers and	Thesaurus
solution of the story will	and solution	characters and	adults, develop	Anchor Charts
allow the reader to	increase the	include dialogue,	and strengthen	http://www.readwritethink.org/
visualize the action and	readers	action, narration	writing as	
increase the reader's	enjoyment?	and thoughts.	needed by	http://kcd4.blogspot.com/
enjoyment of the story.	-How do writers	-End with a	planning,	(various recommended writing websites for
-Writers tell stories in a	keep their	learned lesson.	revising, and	4 th grade)
sequential order.	personal	-Collaborate with	editing.	http://www.eduplace.com/graphicorganizer/
-Writers include a strong	narrative	others to improve	W.4.6: With	(graphic organizers)
closing that clearly brings	organized?	overall writing.	some guidance	
the story to a close and	-What impact	-Demonstrate the	and support	
allows the reader to reflect	does a closing	conventions of	from adults,	
on the writing.	have on a story?	grammar, usage,	use technology.	
-Writers often include a	-How do writers	and mechanics.	Demonstrate	
lesson to be learned within	convey a theme	-Apply proper	sufficient	
the storiesWriters use	or lesson in their	grammar	command of	
first person point of view	writing?	conventions and	the keyboard.	
when writing a personal	-Why do writers	grade- appropriate	W.4.10: Write	
narrative.	write from	spelling.	routinely over	
	different points of	-Use figurative	extended time	
Vocabulary:	view?	language to	frames and	
narrative, dialogue,		strengthen the	shorter time	
figurative language		narrative.	frames for a	
components, composition,	Modifications:	-Reflect critically	range of	
essay, elements,	SE, ELL, BSI, GT	on learning	discipline-	
chronological order,	Modifications -	experiences.	specific tasks,	
sensory details				

a 1:			
-Graphic	-Make judgements	purposes, and	
Organizers	and decisions	audiences.	
-Allow extra time	about their	L.4.1.A-G:	
-Tiered Writing	writing.	Demonstrate	
-Small	-Articulate	command of	
Group Instruction	thoughts and	the	
-Adjust Pacing	ideas effectively	conventions of	
-Technological	using written	standard	
support where	communication	English	
applicable	skills.	grammar and	
	-Think creatively	usage when	
	using a wide range	writing or	
	of creation	speaking.	
	techniques such as	L.4.2.A-D:	
	brainstorming.	Demonstrate	
	stanistorning.	command of	
		the	
		conventions of	
		standard	
		English	
		capitalization,	
		punctuation,	
		and spelling	
		when writing.	
		L.4.3.A-C: Use	
		knowledge of	
		language and	
		its conventions	
		when writing,	
		speaking,	
		reading, or	
		listening.	
		L.4.5A-C-	
		Demonstrate	
		understanding	
		of figurative	
		language, word	
		relationships,	
		and nuances in	
		word	
		meanings.	
		L.4.6: Acquire	
		and use	
		accurately	
		grade-	
		appropriate	
		general	
		academic and	
		domain-	
		specific words	
		and phrases.	

rr			
		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.	
		•	

ELA Curriculum Map-WRITING Grade 4

Die Islaat Informaties Muiting	(DCT. Information	/ F
Big Idea: Informative Writing	(RSI: Informative	/Explanatory)

Writing-MP 1 (PAGE 3)

		: Informative/Explanatory)		Writing-MP 1 (PAGE 3)
Enduring Understandings	Essential Questions	Skills/21 Century Skills	Standards	Assessments
-Students will respond to	-What elements	-Identify	W.4.2.A-E Write	Student portfolio of material from the
different types of writing	of a prompt	different styles	informative/explanatory	year.
prompts.	reveal the type of	of writing	texts to examine a topic	
-Students will understand	writing required?	prompts.	and convey ideas and	Required Benchmark Assessments:
the difference between	-What are the	-Manage	information clearly.	
narrative writing and	structural	different time	W.4.7- Conduct short	Weekly review of writer's notebook.
informational writing.	differences	amounts for	research projects that	weekly review of writer shotebook.
-Writers will manage their	between	timed pieces of	build knowledge	
time.	narrative and	writing.	through investigation of	Anecdotal Notes from group work and
-Writers brainstorm and	informational	-Utilize	different aspects of a	weekly conferencing.
outline a plan for their	writing?	different	topic.	
writing pieces.	-How does a	brainstorming	W.4.8- Recall relevant	Published Pieces
-Writers create narratives	writer manage	and planning	information from	
with a clear beginning,	his/her time	skills to plan	experiences or gather	Google Classroom with one on one
middle and end.	when writing with	for a piece.	relevant information	conferencing and peer conferencing
-Writers create	a limited amount	-Write a piece	from print and digital	
informational pieces that	of it?	with a clear	sources take notes and	
are constructed in order.		beginning,	categorize information,	Suggested Resources:
	-How do I plan to		•	
-Writers include evidence	create a well-	middle, and	and provide a list of	Dictionary
to support their ideas	organized piece	end.	sources.	Dictionally
when writing informational	of writing?	-Use a variety	W.4.9B Apply Grade 4	
pieces.	-How do I make	of sentence	Reading Standards to	Thesaurus
-Writers will apply	sure I have all	types.	informational texts (e.g.	
grammar, usage and	elements of the	-Use a variety	"Explain how an author	Anchor Charts
mechanics.	writing present?	of revising and	uses reasons and	
	-How do I include	editing	evidence to support	http://www.readwritethink.org/
Vocabulary	real life	conventions	particular points in a	
Prompt	experiences to	when working	text).	http://kcd4.blogspot.com/
Brainstorm	support my	on improving a	SL.4.2 Paraphrase	(various recommended writing websites for
Editing/Revising	ideas?	piece.	portions of a text read	4 th grade)
Speculative Prompt		-Include real	aloud or information	http://www.eduplace.com/graphicorganizer/
Expository		life	presented in diverse	(graphic organizers)
Informational		experiences	media and formats,	
	Modifications:	within the	including visually,	
	SE, ELL, BSI, GT	piece to	quantitatively, and	
	Modifications -	support one's	orally.	
	-Graphic	ideas.	SL.4.3 Identify the	
	Organizers	-Apply the	reasons and evidence a	
	-Allow extra time	proper usage	speaker provides to	
	-Tiered Writing	of grammar	support particular	
	-Small	and	points.	
	Group Instruction	mechanics.		
	-Adjust Pacing			
		-Reflect		
	-Technological	critically on		
	support where	learning		
	applicable	experiences.		
	1	experiences.	1	1

r		
	-Make	
	judgements	
	and decisions	
	about their	
	writing.	
	-Articulate	
	thoughts and	
	ideas	
	effectively	
	using written	
	communication	
	skills.	
	-Think	
	creatively	
	using a wide	
	range of	
	creation	
	techniques	
	such as	
	brainstorming.	

ELA Curriculum Map Grade 4

Big Idea: Informative Writing (RST: Opinion)

				Writing-MP 2 (PAGE 1)
Enduring Understandings	Essential Questions	Skills/21	Standards	Assessments
		Century Skills		
-Students will respond to	-What elements of a	-Identify	W.4.2.a-e Write	Student portfolio of material from the
different types of writing	prompt reveal the	different styles	opinion texts to	year.
prompts.	type of writing	of writing	examine a topic	
-Students will understand	required?	prompts.	and convey	Required Benchmark Assessments:
the difference between	-What are the	-Manage	ideas and	
narrative writing and	structural differences	different time	information	Weekly review of writer's notebook.
informational writing.	between narrative	amounts for	clearly.	,
-Writers will manage their	and informational	timed pieces of	W.4.7 - Conduct	Anecdotal Notes from group work and
time.	writing?	writing.	short research	weekly conferencing.
-Writers brainstorm and	-How does a writer	-Utilize	projects that	weekly contenenting.
outline a plan for their	manage his/her time	different	build knowledge	Published Pieces
writing pieces.	when writing with a	brainstorming	through	rubiisileu rieces
-Writers create	limited amount of it?	and planning	investigation of	
informational pieces that	-How do I plan to	skills to plan for	different	Google Classroom with one on one
are constructed in order.	create a well-	a piece.	aspects of a	conferencing and peer conferencing
-Writers include evidence	organized piece of	-Write a piece	topic.	
to support their ideas	writing?	with a clear	W.4.8- Recall	
when writing	-How do I make sure I	beginning,	relevant	Suggested Resources:
informational pieces.	have all elements of	middle, and	information	
-Writers will apply	the writing present?	end.	from	Lucy Calkins Writing Fiction (S)
grammar, usage and	-How do I include real	-Cite anchor	experiences or	
mechanics.	life experiences to	texts	gather relevant	Dictionary
	support my ideas?	-Use a variety of	information	
Vocabulary		sentence types.	from print and	Thesaurus
Prompt		-Use a variety of	digital sources	
Brainstorm		revising and	take notes and	Anchor Charts
Editing/Revising	Modifications:	editing	categorize	http://www.readwritethink.org/
Expository	SE, ELL, BSI, GT	conventions	information,	
Informational	Modifications -	when working	and provide a	http://kcd4.blogspot.com/
Anchor Texts	-Graphic Organizers	on improving a	list of sources.	(various recommended writing websites for
	-Allow extra time	piece.	W.4.9b Apply	4 th grade)
	-Tiered Writing	-Include real life	Grade 4	http://www.eduplace.com/graphicorganizer/
	-Small	experiences	Reading	(graphic organizers)
	Group Instruction	within the piece	Standards to	
	-Adjust Pacing	to support	informational	
	-Technological	one's ideas.	texts (e.g.	
	support where	-Apply the	"Explain how an	
	applicable	proper usage of	author uses	
		grammar and	reasons and	
		mechanics.	evidence to	
		-Reflect	support	
		critically on	particular points	
		learning	in a text).	
		experiences.	SL.4.2	
		-Make	Paraphrase	
		judgements and	portions of a	

decisions about their writing. -Articulate thoughts and ideas effectively using written communication skills. -Think a wide range of creation techniques such brainstorming. - Articulate using written communication skills. -Think a wide range of creation techniques such provides to support particular points. 				
-Articulatepresented inthoughts anddiverse mediaideas effectivelyand formats,using writtenincludingcommunicationvisually,skills.quantitatively,-Thinkand orally.creatively usingSL.4.3 Identifya wide range ofthe reasons andcreationevidence atechniques suchspeakerasprovides tobrainstorming.supportparticularsupport		decisions about	text read aloud	
thoughts and ideas effectively using writtendiverse media and formats, includingusing written communicationincludingcommunication skills.quantitatively, and orallyThink creatively using a wide range of creationSL.4.3 Identify the reasons and evidence atechniques such as provides to brainstorming.support particular				
ideas effectively using writtenand formats, includingcommunication skills.visually, quantitatively, and orallyThinkand orally.creatively using a wide range of creationSL.4.3 Identify evidence atechniques such as brainstorming.speaker speaker particular				
using writtenincludingcommunicationvisually,skills.quantitatively,-Thinkand orally.creatively usingSL.4.3 Identifya wide range ofthe reasons andcreationevidence atechniques suchspeakerasprovides tobrainstorming.supportparticular				
communication skills.visually, quantitatively, and orallyThinkand orally.creatively using a wide range of creationSL.4.3 Identifythe reasons and creationevidence atechniques such as brainstorming.speakerparticularsupport particular				
skills.quantitatively,-Thinkand orallyThinkand orally.creatively usingSL.4.3 Identifya wide range ofthe reasons andcreationevidence atechniques suchspeakerasprovides tobrainstorming.supportparticular				
-Think creatively using a wide range of creationand orally.SL.4.3 Identify the reasons and evidence a techniques such as brainstorming.SL.4.3 Identify the reasons and evidence a speaker support particular				
creatively using a wide range of creationSL.4.3 Identify the reasons and evidence atechniques such asspeakerprovides to brainstorming.support particular				
a wide range of creationthe reasons and evidence atechniques such asspeakerasprovides to support particular				
creationevidence atechniques suchspeakerasprovides tobrainstorming.supportparticular				
techniques such speaker as provides to brainstorming. support particular				
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brainstorming. support particular		techniques such	speaker	
particular			provides to	
		brainstorming.	support	
points.			particular	
			points.	

Big Idea: Literary Analysis Task (Theme Comparisons)

-			Writing-MP 2 (PAGE 2)	
Enduring Understandings	Essential Questions	Skills/ 21	Standards	Assessments
		Century Skills		
-Students will respond to	-How do I identify	-Identify	W.4.2 - Write	
different types of writing	different prompts?	different	informative	Writer's Notebook
prompts.	-What is the difference	prompts.	pieces on topics	
-Students will understand	between narrative	-Managing time	or text to	Prompt Responses
the difference between	writing and	for a time	examine a topic	
narrative writing and	informational writing?	writing piece.	and convey ideas	Conference Notes
informational writing.	-What is the best	-Utilizing	and information	
-Writers manage their	strategy for organizing	different	clearly.	
time.	the comparison of the	brainstorming	W.4.2.A-	
-Writers brainstorm and	theme of two stories?	and planning	Introduce a topic	
outline a plan for their	-How do I manage my	skills to plan for	clearly and	
writing pieces.	time?	a piece.	group related	
-Writers create	-How do I brainstorm	-Writing pieces	information in	
informative texts with	or plan for my writing?	with a clear	paragraphs and	Required Benchmark Assessments:
strong organization of	-How do I make sure	beginning,	sections.	
ideas.	my writing has a	middle and end.	W.4.2.B-	
-Writers create	beginning, middle and	-Organizing	Develop the	Suggested Resources:
informational pieces that	end?	writing to be	topic with the	Dictionary
are constructed in order.	-How do I include real	able to compare	facts, definitions,	Thesaurus
-Writers include evidence	life experiences to	the theme of	concrete details,	Anchor Charts
to support their ideas	support my ideas?	two texts.	quotations or	
when writing		-Use a variety of	other	
informational pieces.		sentence types.	information and	http://www.readwritethink.org/
-Good writers apply	Modifications:	-Use a variety of	examples related	
grammar, usage, and	SE, ELL, BSI, GT	revising and	to the topic.	http://kcd4.blogspot.com/
mechanics.	Modifications -	editing skills to	W.4.2.C- Link	(various recommended writing websites for
	-Graphic Organizers	strengthen their	ideas within	4 th grade)
	-Allow extra time	piece.	categories of	http://www.eduplace.com/graphicorganizer/
Vocabulary:	-Tiered Writing	-Include real life	information	(graphic organizers)
	-Small	experiences in	using words or	
Prompt	Group Instruction	order to	phrases.	
Brainstorm	-Adjust Pacing	support their	W.4.2.D- Use	
Editing/Revising	-Technological support	ideas. -Apply the	precise language & domain -	
Speculative	where applicable		specific	
Expository		proper usage of grammar and	vocabulary to	
Informational		mechanics.	inform or explain	
		-Reflect	the topic.	
		critically on	W.4.4- Produce	
		learning	clear & coherent	
		experiences.	writing in which	
		-Make	the development	
		judgements and	& organization	
		decisions about	are appropriate,	
		their writing.	purpose, &	
		-Articulate	audience.	
		thoughts and		
	l	thoughts and		

ideas effectively	W.4.5 - With
using written	guidance &
communication	support from
skills.	peers & adults,
-Think creatively	develop and
using a wide	strengthen
range of	writing as
creation	needed by
techniques such	planning,
as	revising, and
brainstorming.	editing.
	W.4.6 - With
	some guidance
	as support from
	adults, use
	technology,
	including the
	internet, to
	produce and
	publish writing
	as well as to
	interact &
	collaborate with
	others;
	demonstrate
	sufficient
	command of
	keyboarding
	skills to type a
	minimum of one
	page in a single
	sitting.
	W.4.7- Conduct
	short research
	projects that
	build knowledge
	W.4.9 - Draw
	evidence from
	literary or
	informational
	texts to support
	analysis,
	reflection, and
	research.

ELA Curriculum Map

Grade 4

Big Idea: Literary Analysis Task

Dig luca. Literary Alla	yolo ruok	Writing-MP 3 (PAGE 1)		
Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
-Writers can differentiate	-How do writers	Develop clear	W4.4.	Required Benchmark Assessments:
between different types of	identify the type	and coherent	Produce clear	Mid-Year
writing prompts.	of writing	writing that is	and coherent	
-Writers understand that the	required of them?	organized.	writing in	Google Classroom with one on one
different types of writing have	-How does the	Plan, revise	which the	conferencing and peer conferencing
different structures.	structure of a	and edit	development	
-Writers "marry" texts when	literary analysis	writing.	and	
comparing literature.	task differ from	Summarize	organization	Suggested resources:
-Writers analyze both the	that of a narrative	text.	are	
content of literature and the	and a research	Cite literature	appropriate	http://www.littogether.com/blog/parcc-
author's craft.	simulation task?	using varied	to task,	reading-passages
-Writers use transition words	-How does a	phrases.	purpose, and	
and phrases to help "marry"	writer "marry"	Explore	audience.	
texts, make comparisons, and	texts when	author's craft,	W.4.5 With	http://www.readwritethink.org/
organize their writing.	comparing	and analyze it.	guidance and	
-When analyzing literature,	literature?	Use transition	support from	http://kcd4.blogspot.com/
writers cite the literature being	-How do writers	words and	peers and	(various recommended writing websites for
discussed, and are able to	analyze	phrases.	adults,	4 th grade)
summarize the literature in the	literature? -How do writers	Consider word choice to make	develop and	http://www.eduplace.com/graphicorganizer/
opening paragraph. -Writers use topic sentences and	use transition	writing	strengthen writing as	(graphic organizers)
supporting details to convey	words and	stronger.	needed by	Inside Out and Back Again
ideas about literature.	phrases?	Create a topic	planning,	Anchor Charts
-Writers include a closing in	-How do writers	sentence and	revising and	Anchor Charts
which their analysis is restated	write an opening	use supporting	editing.	
using different words.	paragraph while	details.	W4.6 Use	
using unrefere words.	doing a literary	Compare and	technology to	
Vocabulary:	analysis task?	contrast pieces	produce and	
stanza, verse, meter, rhythm,	-How do writers	(characters,	publish	
beat, rhyme, free verse, haiku	write the body of	setting, theme,	writing as well	
	a literary analysis	author's craft,	as to interact	
	task?	style, etc)	and	
	-How do writers	Demonstrate	collaborate	
	close literary	command of	with others;	
	analysis tasks?	the	demonstrate	
	-	conventions of	sufficient	
	Modifications:	grammar,	command of	
	SE, ELL, BSI, GT	usage and	keyboarding	
	Modifications -	mechanics.	skills to type a	
	-Graphic	Apply grade	minimum of	
	Organizers	appropriate	one page in a	
	-Allow extra time	grammar and	single sitting.	
	-Tiered Writing	spelling.	W4.9 Draw	
	-Small	Reflect	evidence from	
	Group Instruction	critically on	literary or	
	-Adjust Pacing		informational	

rr				
	-Technological	learning	texts to	
	support where	experiences.	support	
	applicable	Make	analysis,	
		judgements	reflection,	
		and decisions	and research.	
		about writing.	a) Apply grade	
		-Reflect	4 Reading	
		critically on	standards to	
		learning	literature	
		experiences.	L4.1a-g	
		-Make	Demonstrate	
			command of	
		judgements		
		and decisions	the	
		about their	conventions	
		writing.	of standard	
		-Articulate	English .	
		thoughts and	grammar and	
		ideas	usage	
		effectively	L4.2a-c	
		using written	Demonstrate	
		communication	command of	
		skills.	the	
		-Think	conventions	
		creatively	of standard	
		using a wide	English	
		range of	capitalization,	
		creation	punctuation,	
		techniques	and spelling	
		such as	when writing	
		brainstorming.	L4.3a-c Use	
			knowledge of	
			language and	
			its	
			conventions	
			when writing,	
			speaking,	
			reading, or	
			listening.	
			L4.5a-c	
			Demonstrate	
			understanding	
			of figurative	
			language,	
			word	
			relationships,	
			and nuances	
			in word	

ELA Curriculum Map Grade 4 Big Idea: Literary Analysis Task

Writing-MP 3 (PAGE 2)

	Writing-MP 3 (PAGE 2)			
Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
-Writers can differentiate	-How do writers	-Develop clear	W4.4.	Google Classroom with one on one
between different types of	identify the type	and coherent	Produce clear	conferencing and peer conferencing
writing prompts.	of writing	writing that is	and coherent	
-Writers understand that the	required of them?	organized.	writing in	Suggested Resources:
different types of writing have	-How does the	-Plan, revise and	which the	
different structures.	structure of a	edit writing.	development	http://www.littogether.com/blog/parcc-
-Writers "marry" texts when	literary analysis	-Summarize	and	reading-passages
comparing literature and	task differ from	text.	organization	
poetry.	that of a narrative	-Cite	are	http://www.readwritethink.org/
-Writers analyze both the	and a research	literature/poetry	appropriate	
content of literature/poetry	simulation task?	using varied	to task,	http://kcd4.blogspot.com/
and the author's/ poet's craft.	-How does a	phrases.	purpose, and	(various recommended writing websites for
-Writers use transition words	writer "marry"	-Explore	audience.	4 th grade)
and phrases to help "marry"	texts when	author's craft,	W.4.5 With	http://www.eduplace.com/graphicorganizer/
texts, make comparisons, and	comparing	and analyze it.	guidance and	(graphic organizers)
organize their writing.	literature/	-Use transition	support from	
 When analyzing literature/ 	poetry?	words and	peers and	Anchor Charts
poetry, writers cite the text	-How do writers	phrases.	adults,	
being discussed, and are able to	analyze	-Consider word	develop and	
summarize the	literature/	choice to make	strengthen	
literature/poems in the opening	poetry?	writing stronger.	writing as	
paragraph.	-How do writers	-Create a topic	needed by	
-Writers use topic sentences	use transition	sentence and	planning,	
and supporting details to	words and	use supporting	revising and	
convey ideas about	phrases?	details.	editing.	
literature/poetry.	-How do writers	-Compare and	W4.6 Use	
-Writers include a closing in	write an opening	contrast pieces	technology to	
which their analysis is restated	paragraph while	(characters,	produce and	
using different words.	doing a literary	setting, theme,	publish	
	analysis task?	author's craft,	writing as well	
Vocabulary:	-How do writers	style, etc)	as to interact	
stanza, verse, meter, rhythm,	write the body of	-Demonstrate	and	
beat, rhyme, free verse, haiku.	a literary analysis	command of the	collaborate	
	task?	conventions of	with others;	
	-How do writers	grammar, usage	demonstrate	
	close literary	and mechanics.	sufficient	
	analysis tasks?	-Apply grade	command of	
		appropriate	keyboarding	
	Modifications:	grammar and	skills to type a	
	SE, ELL, BSI, GT	spelling.	minimum of	
	Modifications	-Identify poetry	one page in a	
	-Graphic	terms	single sitting.	
	Organizers	-Reflect critically	W4.9 Draw	
	-Allow extra time	on learning	evidence from	
	-Tiered Writing	experiences.	literary or	
	-Small	-Make	informational	
	Group Instruction	judgements and	texts to	

Y		1		
	-Adjust Pacing	decisions about	support	
	-Technological	writing.	analysis,	
	support where	-Articulate	reflection,	
	applicable	thoughts and	and research.	
		ideas effectively	a) Apply grade	
		using written	4 Reading	
		communication	standards to	
		skills.	literature	
		-Think creatively	L4.1.a-g	
		using a wide	Demonstrate	
		range of	command of	
		creation	the	
		techniques such	conventions	
		as	of standard	
		brainstorming.	English	
			grammar and	
			usage when	
			writing.	
			L4.2a-d	
			Demonstrate	
			command of	
			hte	
			conventions	
			of standard	
			English	
			capitalization,	
			punctuation,	
			and spelling	
			when writing.	
			L4.3a-c Use	
			knowledge of	
			language and	
			its	
			conventions	
			when writing,	
			seaking,	
			reading, or	
			listening	
			L4.5a-c	
			Demonstrate	
			understanding	
			of figurative	
			language,	
			word	
			relationships,	
			and nuances	
			in word	
			meanings.	
			- 0-	

ELA Curriculum Map

Grade 4

Big Idea: Research Simulation Task

Big Idea: Research Simulation Task Writing- MP 4 (PAGE 1)					
Enduring Understandings	Essential Questions	Skills/21 Century Skills	Standards	Assessments	
-Writers are able to	-What elements	-Identify	W4.1.a-d. Write opinion	Google Classroom with one on one	
identify what is being	of a prompt	different styles	pieces on topics or	conferencing and peer conferencing	
asked of them based	reveal the type of	of writing	texts, supporting a point		
on the prompt.	writing required?	prompts.	of view with reasons		
-Writers gather	-How do writers	-Gather	and information.	Student portfolio of material from the	
information from	use their research	information	W.4.2.a-e. Write	year.	
more than one text	to write an	from many	informative/explanatory		
and make informed	informed piece?	types of	texts to examine a topic	Anecdotal Notes from group work and	
judgements based on	-What	sources	and convey ideas and	weekly conferencing.	
that research.	information is	-Use	information clearly.		
-Writers recognize	appropriate to	appropriate	W.4.4. Provide clear	Comments on Google Classroom	
that information can	use when writing	transition	and coherent writing in		
come from many	a research piece?	words when	which the development	Published Pieces	
sources, including	-How do writers	citing evidence	and organization are	Published Pieces	
articles, letters,	open an	and "marrying"	appropriate to task,		
videos, photographs,	information	texts.	purpose, and audience.	Suggested Resources:	
graphs, etc.	piece, and how	-Summarize	W4.5. With guidance	Novels	
-Writers open their	does this differ	-Identify main	and support from peers		
information pieces	from a narrative?	idea and	and adults, develop and	Anchor Charts	
with a summary using	-How and why do	details.	strengthen writing as		
the main ideas.	writers support	-Practice time	needed by planning,	http://www.readwritethink.org/	
-Writers support their	their	management.	revising, and editing.		
information and/or	information?	-Organize and	W4.6 With guidance	http://kcd4.blogspot.com/	
opinions with	-How does a	plan writing	and support from	(various recommended writing websites for	
evidence from the	writer manage	using different	adults, use technology	4 th grade)	
text.	his/her time	methods	to produce and publish	http://www.eduplace.com/graphicorganizer	
-When citing evidence	when writing with	-Use a variety	writing as well as to	(graphic organizers)	
from more than one	a limited amount	of sentence	interact and collaborate		
text, writers "marry"	of it?	types.	with others;		
the texts to give their	-How does a plan	-Use a variety	demonstrate sufficient		
readers a clearer	help to make a	of revising and	command of		
picture of the topic at	strong writing	editing	keyboarding skills.		
hand.	piece?	conventions	W.4.7- Conduct short		
-Writers will manage	-	when working	research projects that		
their time.		on improving a	build knowledge		
-Writers organize their	Modifications:	piece.	through investigation of		
thoughts in a plan	SE, ELL, BSI, GT	-Apply the	different aspects of a		
-Writers will apply	Modifications -	proper usage	topic.		
grammar, usage and	-Graphic	of grammar	W.4.8- Recall relevant		
mechanics.	Organizers	and	information from		
	-Allow extra time	mechanics.	experiences or gather		
Vocabulary	-Tiered Writing	-Keyboarding	relevant information		
Research Simulation	-Small	-Reflect	from print and digital		
Task	Group Instruction	critically on	sources take notes and		
Evidence	-Adjust Pacing	learning	categorize information,		
Cite	-Technological	experiences.			

Davaavab		Adailia	and may ide a list of	
Paragraph	support where	-Make	and provide a list of	
	applicable	judgements	sources.	
		and decisions	W.4.9B Draw evidence	
		about their	from informational	
		writing.	texts to support	
		-Articulate	reflection and research	
		thoughts and	SL.4.2 Paraphrase	
		ideas	portions of a text read	
		effectively	aloud or information	
		using written	presented in diverse	
		communication	media and formats,	
		skills.	including visually,	
		-Think	quantitatively, and	
		creatively	orally.	
		using a wide	SL.4.3 Identify the	
		range of	reasons and evidence a	
		creation	speaker provides to	
		techniques	support particular	
		such as	points.	
		brainstorming.	L4.1a-g/L.4.2a-d	
		J J J J J J J J J J J J J J J J J J J	Demonstrate command	
			of the conventions of	
			standard English	
			grammar and usage and	
			capitalization,	
			punctuation and	
			spelling when writing or	
			speaking.	
			speaking.	

ELA Curriculum Map Grade 4 Big Idea: Writing, Revisiting Critical Skills and Strategies (Fiction and Nonfiction)

Big Idea: Writing, Revisiting Critical Skills and Strategies (Fiction and Nonfiction) Writing-MP 4 (PAGE 2)					
Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments	
-Writers apply	-How do writers	-Examine a topic and	W.4.1a-d Write opinion		
appropriate skills	know which skills	convey ideas,	pieces on topics or	Required Benchmark Assessments	
based upon writing	to use and when?	concepts and	texts, supporting a point		
genre.	-How does the	information through	of view with reasons	Teacher created rubrics	
-Writers develop	organization of	writing an	and information.		
engaging	ideas help create	informative or	W.4.2a-e Write		
explanatory and	a text?	explanatory text	informative/explanatory		
informational	-How do relevant	-Introduce a topic by	texts to examine a topic		
essays that use	facts and details	organizing ideas,	and convey ideas and		
effective	contribute the	concepts and	information clearly.	Suggested Resources:	
techniques such as	the overall effect	information.	W.4.3a-e Write		
organization.	of the writing?	-Develop the topic	narratives to develop	Novels	
-Writers use facts,	-How do students	with relevant facts,	real or imagined		
definitions, and concrete details to	demonstrate command or the	definitions, concrete details	experiences or events	Teacher created writing pieces	
		-Use quotations and	using effective technique, descriptive	Angle an Charte	
enhance their	language and its	other information to	details, and clear event	Anchor Charts	
writing.	conventions				
-Writers use	when writing?	help develop the	sequences.	http://www.readwritethink.org/	
knowledge of	-How does	topic	W.4.4 Produce clear		
sentence patterns	varying sentence	-Apply prior	and coherent writing in	http://kcd4.blogspot.com/ (various recommended writing websites for	
and variety to	types and	knowledge of	which the development	4 th grade)	
enhance their	patterns improve	language and	and organization are	http://www.eduplace.com/graphicorganizer/	
writing.	meaning and style	conventions when	appropriate to task,	(graphic organizers)	
-Writing with	in writing?	writing	purpose, and audience.	(grupine organizers)	
consistency in style	-How does	-Vary sentence	W.4.5 With some		
and tone improves	maintaining	patterns for	guidance and support		
the overall effect of	consistency in	meaning reader	from peers and adults,		
the writing piece.	style and tone effect the final	interest, and style	develop and strengthen		
-Writers use		-Maintain	writing as needed by		
dialogue, action,	writing product?	consistency in style	planning, revising, and		
narration, and	-How do writers	and tone.	editing.		
characters' thoughts to help	develop the main characters of a	-Use online	W.4.6 With some		
reveal character's		resources	guidance and support		
	story?	-Collaborate with	from adults, use technology, including		
traits and	-How do	classmates using			
personality	characters'	technology such as	the Internet, to produce		
-Writers	thoughts, actions	Google Classroom	and publish writing as		
understand that characters'	and dialogues affect the	-Master keyboarding	well as to interact and		
dialogue, actions,	outcome of a	skills Reflect critically on	collaborate with others; demonstrate sufficient		
-		-Reflect critically on	command of		
and thoughts affect the outcome of the	story? -How do writers	learning	keyboarding skills to		
		experiences. Maka judaamanta			
story. -Writers use	develop the	-Make judgements and decisions about	type a minimum of one		
	setting to involve		page in a single sitting.		
sensory details to	the readers?	their writing.	W.4.7 Conduct short		
paint a picture of		-Articulate thoughts	research projects that		

the state of the second s	Linux al a sa Ala a		here that have needed as a	
the setting in the	-How does the	and ideas effectively	build knowledge	
mind of the reader.	description of	using written	through investigation of	
-Writers use strong	story events	communication	different aspects of a	
openings and	increase reading	skills.	topic.	
closings to enhance	pleasure?	-Think creatively	W.4.8 Recall relevant	
the quality of their	-How do writers	using a wide range	information from	
writing piece.	hook their	of creation	experiences or gather	
	readers?	techniques such as	relevant information	
	-What impact	brainstorming.	from print and digital	
Vocabulary:	does the closing		sources; take notes and	
pre-write, 3rd	have on the		categorize information,	
person point of	story?		and provide a list of	
view, dialogue,	Modifications:		sources.	
narration, action	SE, ELL, BSI, GT		W.4.9a-b Draw	
thoughts,	Modifications -		evidence from literary	
problem/conflict,	-Graphic		or informational texts to	
resolution/solution,	Organizers		support analysis,	
plot events	-Allow extra time		reflection, and research.	
setting, characters,	-Tiered Writing		W.4.10 Write routinely	
revise/edit	-Small		over extended time	
revise, care	Group Instruction		frames and shorter time	
	-Adjust Pacing		frames for a range of	
	-Technological		discipline-specific tasks,	
	support where		purposes, and	
	applicable		audiences.	

Big Idea: Narrative Writing/Tie It All Together

Writing – MP 4 (PAGE 3) **Enduring Understandings** Essential Skills/21 Standards Assessments Questions **Century Skills** W.4.4: -How do writers -Develop clear -Writers use dialogue, action, narration, and characters' develop the main and coherent Produce clear **Required Benchmark Assessments:** thoughts to help characters of a writing that is and coherent reveal character's traits and story? organized. writing in EOY writing assessment -Plan, revise, personality -How do which the -Writers understand that characters' and edit development Google Classroom notes and comments characters' dialogue, actions, thoughts, actions writing. and and thoughts affect the outcome and dialogues -Write for an organization Suggested Resources: affect the of the story. extended are -Writers use sensory details to outcome of a period of time. appropriate Various internet resources paint a picture of the setting in story? -Writing to task, the mind of the reader. -How do writers purpose, and meaningful Teacher Created writing resources description of -Writing detailed description of develop the audience. the events of the story will allow **W.4.5:** With setting to involve narrative Anchor Charts the reader to visualize the action the readers? elements. guidance, and increase the reader's -How does the -Writing develop and strengthen http://www.readwritethink.org/ enjoyment of the story. description of descriptive -Writers understand the story events dialogue using writing as http://kcd4.blogspot.com/ importance of the writing increase reading correct needed by (various recommended writing websites for process. pleasure? planning, grammar 4th grade) -Writers hook their readers with -How will conventions. revising, and http://www.eduplace.com/graphicorganizer/ powerful openings that set the following the editing. -Include strong (graphic organizers) tone for the entire piece. writing process adjectives and **W.4.6**: With -Writers include a strong closing create stronger verbs to create some that clearly brings the story to writing pieces? strong mental guidance, use close as it allows the reader to -How do writers images in the technology, reflect on the story. hook their reader's mind. to produce readers? -Include many and publish forms of writing as -What impact Vocabulary pre-write, 3rd person point of does the closing figurative well as to have on the language interact and view, dialogue, narration, action story? collaborate -Apply thoughts, problem/conflict, with others. sentence resolution/solution, plot events fluency. W.4.10: setting, characters, revise/edit, -Demonstrate Write figurative language, author's command of routinely over purpose the extended conventions of time frames Modifications: and shorter grammar, SE, ELL, BSI, GT time frames usage, and Modifications mechanics. for a range of -Graphic -Apply grade discipline-Organizers appropriate specific tasks, -Allow extra time grammar and purposes, -Tiered Writing spelling. and -Small -Reflect audiences Group Instruction critically on L.4.1.a-g: -Adjust Pacing Demonstrate -Technological

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support where	learning	command of	
applicable	experiences.	the	
	-Make	conventions	
	judgements	of standard	
	and decisions	English	
	about their	grammar and	
	writing.	usage when	
	-Articulate	writing or	
	thoughts and	speaking.	
	ideas	L.4.2.a-d:	
	effectively	Demonstrate	
	using written	command of	
	communication	the	
	skills.	conventions	
	-Think	of standard	
	creatively	English	
	using a wide	capitalization,	
	range of	punctuation,	
	creation	and spelling	
	techniques	when writing.	
	such as	L.4.3.a-c: Use	
	brainstorming.	knowledge of	
	bruinstorning.	-	
		language and	
		its	
		conventions	
		when writing,	
		speaking,	
		reading, or	
		listening.	
		L.4.4.c:	
		Consult	
		reference	
		materials	
		both print	
		and digital, to	
		find the	
		pronunciation	
		and	
		determine or	
		clarify the	
		precise	
		meaning of	
		words.	
		L.4.6: Acquire	
		and use	
		accurately	
		grade-	
		appropriate	
		general	
		academic and	
		domain-	
		specific	

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		words and	
		phrases.	