

# **Somers Point School District**



## **Curriculum**

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**Language Arts Literacy - Writing**

**Grade Four**

**August 2016**

**Board Approved:**

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## **SOMERS POINT SCHOOL DISTRICT**

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## **Acknowledgments**

**The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:**

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**Secretarial Staff:** Suzanne Klotz

# 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

Grade 4 Big Idea: Narrative Writing

Writing - MP 1 (PAGE 1)

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

		<p><i>about their writing.</i></p> <p><i>-Articulate thoughts and ideas effectively using written communication skills.</i></p> <p><i>-Think creatively using a wide range of creation techniques such as brainstorming.</i></p>	<p>of standard English grammar and usage when writing or speaking.</p> <p><b>L.4.2.a-d:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3.a-c:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.4.4.C:</b> Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of words.</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	
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**ELA Curriculum Map-WRITING  
Grade 4**

**Big Idea: Narrative Writing Task (Personal Narrative)**

**Writing- MP 1 (PAGE 2)**

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

	<p>-Graphic Organizers          -Allow extra time          -Tiered Writing          -Small Group Instruction          -Adjust Pacing          -Technological support where applicable</p>	<p><i>-Make judgements and decisions about their writing.</i>  <i>-Articulate thoughts and ideas effectively using written communication skills.</i>  <i>-Think creatively using a wide range of creation techniques such as brainstorming.</i></p>	<p>purposes, and audiences.  <b>L.4.1.A-G:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.4.2.A-D:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.4.3.A-C:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>L.4.5A-C-</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	
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			<p><b>SL.4.4</b> 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.</p>	
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**ELA Curriculum Map-WRITING  
Grade 4**

**Big Idea: Informative Writing (RST: Informative/Explanatory)**

**Writing-MP 1 (PAGE 3)**

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

		<p><i>-Make judgements and decisions about their writing.</i></p> <p><i>-Articulate thoughts and ideas effectively using written communication skills.</i></p> <p><i>-Think creatively using a wide range of creation techniques such as brainstorming.</i></p>		
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**ELA Curriculum Map  
Grade 4**

**Big Idea: Informative Writing (RST: Opinion)**

**Writing-MP 2 (PAGE 1)**

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

		<p><i>decisions about their writing.</i></p> <p><i>-Articulate thoughts and ideas effectively using written communication skills.</i></p> <p><i>-Think creatively using a wide range of creation techniques such as brainstorming.</i></p>	<p>text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	
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**Big Idea: Literary Analysis Task (Theme Comparisons)**

**Writing-MP 2 (PAGE 2)**

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

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

Grade 4

Big Idea: Literary Analysis Task

Writing-MP 3 (PAGE 1)

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

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

Writing-MP 3 (PAGE 2)

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

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

Grade 4

Big Idea: Research Simulation Task

Writing- MP 4 (PAGE 1)

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

Paragraph	support where applicable	<p><i>-Make judgements and decisions about their writing.</i></p> <p><i>-Articulate thoughts and ideas effectively using written communication skills.</i></p> <p><i>-Think creatively using a wide range of creation techniques such as brainstorming.</i></p>	<p>and provide a list of sources.</p> <p><b>W.4.9B</b> Draw evidence from informational texts to support reflection and research</p> <p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>L4.1a-g/L.4.2a-d</b> Demonstrate command of the conventions of standard English grammar and usage and capitalization, punctuation and spelling when writing or speaking.</p>	
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**ELA Curriculum Map  
Grade 4**

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

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

**Writing – MP 4 (PAGE 3)**

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

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