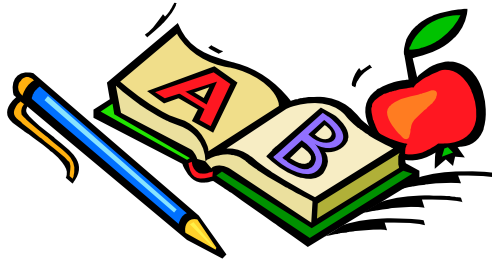


**ELA CURRICULUM GRADE 4
COMMON CORE ALIGNMENT**

WRITING WORKSHOP GUIDE



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PROJECT DESCRIPTION

The K-5 ELA Curriculum/Common Core Alignment: Reading and Writing Guide is intended to help educators teach from the specific body of knowledge that students in grades K-5 must acquire in order to become highly effective users of oral and written language. The Common Core Learning Standards in English Language Arts form the basis for the development of the instructional units. Each unit is designed to target all components of the Common Core Standards presented through a reading and writing workshop instructional strategy.

Readers' workshop and Writers' workshop are phrases that describe a particular structure that maximizes students' learning. This structure does not require prepackaged curricula or specialized materials. Instead, the workshop model relies on teachers' deep understanding of the skills and strategies that reading, writing, listening and speaking demand. It acknowledges that skillful reading and writing are developed through experience, practice by explicit teaching of the habits and techniques of accomplished readers and writers, and by giving students sufficient time to practice with authentic texts at increasingly higher levels of text complexity.

Teachers have carefully developed instructional plans, in keeping with the identified units of study and instructional modules, which address the strengths and needs of their particular students, not based on the sequence of one-size-fits-all lessons in a textbook. In order to implement these plans effectively, teachers and students need access to lots of books in various genres matched to their interests, reading levels, and instructional goals. They also need time to confer and have opportunities for sustained reading/writing in many different genres. The content of specific reading and writing mini-lessons and titles may change each day, but teachers can always use the workshop structure to organize their planning, no matter what strategies or books they use.

Reading Workshop Format

Mini-Lesson (5-10 minutes) Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and often involve both teacher and student modeling. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. Atwell (1998) and Serafini (2005) offer a number of practical model mini-lessons that are easily adaptable.

Status of the Class (2-5 minutes at the beginning of silent reading) As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what they will be reading. He records the title and page number on a chart. This provides an excellent opportunity for a brief conference with every child about their reading and the books they have chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary.

Silent Reading (minimum of 30 minutes) Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. When children finish reading a book, they record it in their reading logs, return it to the classroom library, and select another book to read.

Conferences & Book Clubs (during silent reading) Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. During a **conference**, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a **book club**. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent.

Response (10-15 minutes) The children are invited to respond to their reading in both oral and written ways. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. They are also encouraged to discover interesting new words and record them in a special vocabulary notebook. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

Read Aloud (20 minutes) The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

What is a Balanced Literacy Program?

Teacher Directed Reading

Reading Aloud
Shared Reading
Guided Reading
Book Clubs
Literature Circles
Class Literature Study
Content Area Text Study
Vocabulary Development
Word Work

Independent Reading

Sustained Silent Reading
Oral & Written Response
Strategy Mini-Lessons
(such as procedures, literary craft,
reading/comprehension strategies,
response, and conventions)
Conferences
Goal Setting
Assessment

Balanced Literacy

Teacher Directed Writing

Modeled Writing
Prompted Writing
Lessons on Writing Formats
Informational Writing
Spelling
Handwriting
Word Processing
Conventions and Grammar

Independent Writing

Writing Workshop
Mini-Lessons on Strategies
Mentored Writing
Research
Revision
Editing
Conventions
Publication/Sharing

A Program Framework

45 Minutes every day

INDEPENDENT READING

SSR+R (Sustained Silent Reading & Response)

60 Minutes three times/week

DIRECTED READING INSTRUCTION

Includes structured lessons using formats such as:

Guided Reading/Book Clubs/Literature Circles

Shared Reading with common texts

Reading Aloud/Shared Reading Aloud

Whole Class Literature Study

Social Studies & Science Text Reading Instruction

Vocabulary Development

Word Work

60 Minutes three times/week

WRITING INSTRUCTION

Includes structured lessons, independent practice,

self-selected writing, & prompted writing practice

using formats such as:

Writing Workshop

Guided Writing/Modeled Writing

Mini-Lessons

Prompts & written response

Word Work

Grammar & Conventions

Handwriting & Word Processing

Another Program Framework

90 Minutes every day

READING WORKSHOP

Mini-Lesson

Status of the Class

Independent Reading

Book Clubs

Response

Reading Aloud

60 Minutes three times/week

WRITING WORKSHOP

Mini-Lesson

Status of the Class

Independent Writing

Conferencing

Author's Circle

30 Minutes three times/week

WORD STUDY

Word Work

Vocabulary enhancing strategies

Spelling

Conventions

Handwriting & Word Processing

Developing A Schedule

EVERY DAY, NO MATTER WHAT

- Teacher reads aloud to the class
- Teacher observes and notes student achievement
- Children read books of their choice independently
- Children respond to books orally
- Children write for authentic purposes
- Children practice problem solving & comprehension strategies

THREE TIMES A WEEK

- Children write on topics of their choice & develop pieces of writing
- Some children participate in small groups for reading & writing instruction
- Children participate in shared reading & writing experiences
- Children work with words & conventions of the English language
- Teachers provide direct instruction in strategies for reading, writing & thinking
- Children participated in content area theme lessons, experiences & thinking.

ONCE A WEEK

- Teachers confer with individual children about reading & writing
- Children create a written response to reading
- Children share piece of writing with others
- Children participate in formative spelling assessment
- Children explain thinking in math journals

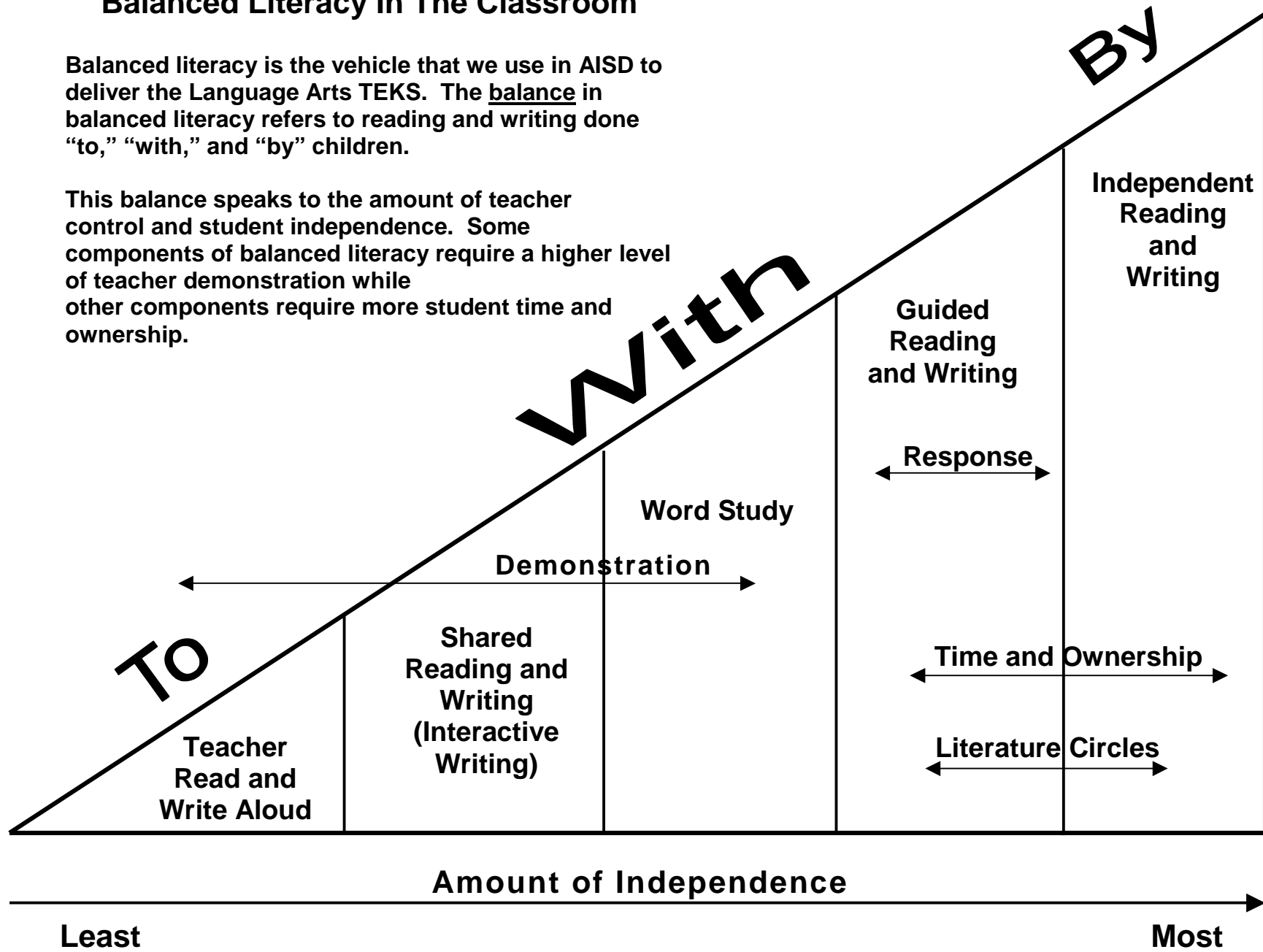
A DAILY SCHEDULE

8:30 – 9:00	Gathering Time/Morning Work
9:00 – 9:20	Morning Meeting
9:20 – 10:20	Writing Workshop (3 times/week) Unified Arts
10:20 – 10:30	Snack Break
10:30 – 11:30	Content Area Studies/Class Literature Study (3 times/week) Unified Arts
11:30 – 12:30	Recess and Lunch Hour
12:30 – 2:00	Reading Workshop
2:00 – 3:05	Math Workshop
3:05 – 3:15	Afternoon Meeting/Dismissal

Balanced Literacy In The Classroom

Balanced literacy is the vehicle that we use in AISD to deliver the Language Arts TEKS. The balance in balanced literacy refers to reading and writing done “to,” “with,” and “by” children.

This balance speaks to the amount of teacher control and student independence. Some components of balanced literacy require a higher level of teacher demonstration while other components require more student time and ownership.



Read Aloud

- an able reader (usually the teacher or parent) reads out loud
- students do not see the printed text but may see the illustrations
- choose text 2-3 grade levels above the reading level of the listeners
- model fluent reading, advanced sentence structure, and vocabulary
- introduce new forms such as poetry and the classics
- develop “story sense”
- limit time; make read-aloud a teaching event

Read Aloud

Before

Introduction
Why choose this book?
Tie book to experience
Clarify potentially difficult concepts

During

Use expressive voice
Show illustrations
Share personal experiences
Predict, question
Accept and value comments from children
Answer all questions
Talk about author's ideas and viewpoint

After

Continue discussing predictions
Share life experiences
Make connections
Make books available to children
Allow children to respond through activities that grow
out of their interests

Write Aloud

- an able writer (usually the teacher or parent) writing on an overhead, blackboard, or chart paper talking out loud about the process of writing
- model decision making on choice of topic to write about
- model writing process and decision making, capital letters, punctuation, and spacing
- introduce new conventions of print and new forms of writing
- model editing techniques and art of conveying a message
- limit time; this is a direct teach event

Shared Writing

- teachers holds the pen and writes on a surface large enough for all children to see
- teacher models writing process and decision making about conventions used
- children contribute to and experience the composition process
- writing is a negotiated process with topics, meanings, and choices of words jointly decided by students and teacher
- develops understandings of concepts about print
- allows children to examine print details closely
- shared writing material becomes reading materials that are relevant and interesting to children (poems, charts, wall stories, daily news)

Interactive Writing

- students and teacher compose, write and revise text together by sharing the pen
- assists students in learning how to record oral language
- demonstrates concepts about print, letter-sound relationships, and syllabication
- demonstrates use of high-frequency words, word families, endings, and slow articulation of words
- demonstrates rereading of text to help maintain meaning
- students reread finished text in centers or independent reading

Shared Reading

- teacher reads text, inviting students to join in the reading
- teacher models strategies in context
- text must be visible to students: big books, charts, poster, overheads, basal
- develops concepts about print and language
- text presents supports and challenges
- models repeated readings

Word Study

- daily, direct and explicit letter and word work
- presented in context or isolation
- fun, manipulative
- supports good spelling and proofreading
- provides opportunity to practice high frequency words
- uses word families, onsets and rimes, patterns
- word walls and word wall activities

Guided Reading

- students read a text at their instructional level (supports and challenges) in a small group
- teacher provides an introduction and support as needed
- teacher does not read the text
- each student has a copy of the text
- strategies are practiced in context
- discussion supports comprehension
- provides opportunity for the teacher to assess and diagnose
- beginning readers use quiet voices to read aloud at their own rate
- this is not choral reading or round-robin reading

Guided Writing

- teacher provides topic or purpose for writing
- student(s) compose written text
- teacher provides guidance and support as needed
- writing strategies practiced in the process of writing for a purpose
- provides opportunity to assess and diagnose individually or in groups
- editing conferences and response groups provide support for expanding ideas, and conveying meaning to an audience

Critical Attributes of Literature Circles

- group of children discussing a book set
- read the book independently or with their peers
- heterogeneously grouped
- focuses on student interest
- comprehension strategies addressed
- reaction, reflection, response

Critical Attributes of Independent Reading and Writing

- students **choose** and read books at their independent reading level for a **sustained** period of time each day
- students select purposes and topics for writing
- students practice strategies demonstrated in shared and guided reading and writing
- students build self-esteem and competency as readers and writers
- students share their work by reading to others, conferences, retellings, or publishing

Critical Attributes of Learning Centers

- to build upon what children already know and are able to do
- to provide enjoyable, successful experiences in learning to read and write
- to interact in meaningful, purposeful ways with literacy
- to encourage interactions with language and print at each child's individual level
- to connect with literacy in a non-fragmented way
- to create and display literacy for a print-rich environment
- to extend the student's natural language
- to foster thoughtful processes about learning to read and write
- to meet the needs of students with different learning styles

- to encourage students' organizational skills and responsibility for learning materials
- to teach students how to work cooperatively or collaboratively with others
- to assist students in learning through the context of social relationships
- to facilitate flexible small group and guided reading instruction

Critical Attributes of Management of Learning Centers

- Center materials should be well organized and clearly labeled
- Special consideration should be given to the flow of traffic from one center to another
- Materials in each center should be available and easy to access
- Display space in centers should be available for placing students' completed work especially for large art-type projects
- Storage space should be provided for ongoing and completed student work
- Learning centers should have ongoing routines that are taught to the children
- Centers should be introduced one at a time to the students with time to practice using the center

- Learning center materials may be changed according to student interest or a specific learning goal
- Each center should have an adequate but not overabundant supply of materials
- Quiet and noisier activities should be separated from noisier activities

West Hempstead Union Free School District

Grade Level Scope and Sequence

LITERARY FORMS/GENRE

LITERARY FORMS/GENRE	Focus Grade Level— Unit of Study	K	1	2	3	4	5	6
Nursery Rhymes	Kindergarten	D	M					
Poetry	ALL	D	D	D	D	D	D	D
Fairy Tales	Kindergarten & First	D	D	M				
Picture Books	ALL	D	D	D	D	D	D	D
Plays/Reader's Theater	Third Grade	E	D	D	D	D	M	M
Fables	Fourth Grade	E	D	D	M	M	M	M
Biography/Autobiography	Third Grade	E	E	E	D	M	M	M
Folktales	Third Grade	E	E	E	D		M	M
Mystery	Third Grade			E	D	M	M	M
Realistic Fiction	Fourth & Fifth Grades				E	D	D	M
Historical Fiction	Fourth & Fifth Grades				E	D	D	M
Legends/Tall Tales		E	E	E	E	D	M	M
Fantasy			E	E	E	E	E	E
Mythology	Sixth Grade					E	E	D
Non-narrative/non-fiction	ALL	D	D	D	D	D	D	D
How To Books	Kindergarten & First	D	D	M	M	M	M	D
All About Books	Second & Third	D	D	D	M	M	M	
Interviews	Second & Fifth	E	E	D	M	M	D	M
Literary Essay	Fourth, Sixth			E	D	D	D	D
Persuasive Essay	Third through Sixth			E	D	D	D	D
Memoir/Personal Narrative/Small Moments	ALL	D	D	D	D	D	D	D
Informational Articles	Fourth & Fifth	E	E	E	E	D	D	M
Diaries/Journals	Fifth	E	E	E	E	E	D	M
Photo Essay		E	E	E	E	E	E	E
Friendly/Business Letters	Fifth & Sixth		E	D	D	D	D	D

E Exposure (without formal instruction)
D Direct Instruction (with formal lessons)
M Maintenance (application/reteach when necessary)

GRADE 4 ACADEMIC VOCABULARY

<u>Grade 4</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>English Language Arts</u>	<u>Science</u>
1	Equation	Latitude/Longitude	Simile	Hypothesis
2	Associative Property	Natural/Renewable Resources	Metaphor	Variable
3	Expression	Population	Describe	Reproduce
4	Y/X Axis	Region	Supporting Details	Pollination
5	Estimation	Artifact	Summarize	Fertilization
6	Number Sentence	Archaeologist	Generalizations	Classify
7	Similar	Prehistory	Persuade	Photosynthesis
8	Congruent	Hunter/Gatherer	Theme	Produce
9	Equivalent	Heritage	Analyze	Consumer
10	Perimeter/Area	Landform	Genre	Ecosystem
11	Multiple/Factor/Product	Culture	Narrative	Adaptation
12	Customary Units	Tax	Conclusion	Endangered
13	Array	Government	Organize	Extinct
14	Polygons	Colony	Author's Purpose	Migration
15	Obtuse/Acute/Right Angles	Revolution	Fable/Myth	Hibernation
16	Solid Figures	Representative	Predict	Matter
17	Elapsed Time	Settlement	Main idea	Mass
18	Line Segments	Immigrant	Expressive Language	Volume
19	Parallel	Famine	Context Clues	Graduated Cylinder
20	Operation	Freedom	Compare/Contrast	Balance
21	Digits	Diversity	Disadvantages/Advantages	Unit
22	Value	Exploration	Sequential	Energy
23	Scale	Ancestry	Opinion/Fact	Force
24	Numerator	Governor	Fiction/Non-Fiction	Friction
25	Denominator	Merchant	Synonym/Antonym	Work
26	Metric Units	Patriotism	Difference/Similar	Conductor
27	Perpendicular	Council	Grammar/Punctuation	Insulator
28	Communicative Property	Canal	Infer/Inference	Circuit
29	Figure	Confederacy	Character Traits	Property
30	Decimal	Glacier	Story Elements <ul style="list-style-type: none"> ▪ Setting ▪ Plot ▪ Character ▪ Event 	Magnetism

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

MECHANICS	K	1	2	3	4	5	6
Abbreviations							
acronyms				E	E	E	E
address abbreviations			D	D	M	M	M
common abbreviations			D	D	M	M	M
Initialisms (CD, DVD, TV)				E	E	E	E
Capitalization							
abbreviations	E	E	D	D	M	M	M
days, months, holidays	E	D	D	D	M	M	M
first words (of sentences)	D	D	D	D	M	M	M
geographic names	E	D	D	D	M	M	M
historical events				E	D	D	D
names of people	D	D	D	M	M	M	M
official names (business, official products)		E		D	D	M	M
organizations		E			D	M	M
particular sections of the country		E		D	D	M	M
proper nouns		D	D	D	M	M	M
proper adjectives						D	D
races, languages, nationalities, religions				D	D	D	D
school subjects				E	E	D	D
titles	E	E	D	D	M	M	M
titles used as names	E	D	D	D	M	M	M
words used as names			E	D	M	M	M
Plurals							
Adding an s	E	E	D	M	M	M	M
compound nouns		E			E	D	M
irregular spelling		E	D	D	D	D	D
nouns ending in ch, sh, s, x, and z		E	D	D	M	M	M
nouns ending in f or fe		E	D	D	M	M	M
nouns ending in -ful		E		E	D	M	M
nouns ending in o		E		D	D	M	M
nouns ending in y		E	D	D	M	M	M
plurals that do not change (deer, moose, buffalo)		E	E	E	D	D	D

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 1

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

PUNCTUATION	K	1	2	3	4	5	6
<i>Apostrophes</i>							
in contractions		D	D	D	M	M	M
in place of omitted letters or numbers					D	M	M
to express time or amount					D	M	M
to form plural possessives		E	E	D	D	D	D
to form possessives with indefinite pronouns					E	D	D
to form singular possessives		E	D	D	M	M	M
to form some plurals					D	M	M
to show shared possession					D	M	M
<i>Colons</i>							
after salutations (business letter)					E	D	D
as a formal introduction (of a quote)					E	D	M
between numbers in time	E	E	D	D	M	M	M
to introduce lists			E	D	M	M	M
<i>Commas</i>							
between items in a series		E	D	D	D	M	M
in compound sentences			E	D	D	M	M
in dates and addresses	E	E	D	D	D	M	M
in direct address			D	D	D	M	M
in letter writing	E	E	D	D	M	M	M
to keep numbers clear	E	E	E	D	M	M	M
to separate equal adjectives			E	D	D	D	M
to separate introductory clauses and phrases			E	E	D	D	M
to set off appositives (his teacher, Ms. Chin,...)						D	M
to set off dialogue		E	D	D	D	M	M
to set off explanatory phrases				E	D	D	M
to set off interjections				E	D	D	M
to set off interruptions				E	D	D	M
to set off nonrestrictive phrases and clauses							D
to set off titles or initials							D
<i>Dashes</i>							
for emphasis					E	D	M
to indicate interrupted speech					E	D	M
to indicate a sudden break					E	D	M
<i>Ellipses</i>							
to show omitted words					E	E	E
to show pauses	E	E	E	D	D	M	M

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E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

PUNCTUATION	K	1	2	3	4	5	6
<i>Exclamation Points</i>							
to express strong feelings	E	D	D	D	M	M	M
<i>Hyphens</i>							
in compound words					D	M	M
to create new words					D	M	M
to divide words				D	D	M	M
to form adjectives					E	D	D
to join letters to words (e-mail, u-turn)					D	M	M
<i>Italics and Underlining</i>							
in titles	E	E	D	D	D	M	M
<i>Parenthesis</i>							
to add information	E	E	E	D	D	M	M
<i>Periods</i>							
in abbreviations	E	E	D	D	M	M	M
after initials	E	E	D	D	M	M	M
as decimal points				D	D	D	D
at end of sentences	D	D	D	D	M	M	M
<i>Question Marks</i>							
at end of direct questions	E	D	D	M	M	M	M
at end of indirect questions							D
tag questions (...., isn't it?, aren't you?)					D	D	M
to show doubt					D	M	M
<i>Quotation Marks</i>							
for quotations within quotations						E	E
for special words				E	D	D	M
placement of punctuation				E	D	D	M
to punctuate titles				D	D	M	M
to set off long quoted material					E	E	D
to set off quoted material						E	E
to set off a speaker's exact words	E	E	D	D	D	M	M
<i>Semicolons</i>							
to join two independent clauses					E	E	E
to separate groups that contain commas					E	M	M
with conjunctive adverbs							E

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 3

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

GRAMMAR	K	1	2	3	4	5	6
<i>Parts of Speech</i>							
noun		E	D	D	D	D	D
verb		E	D	D	D	D	D
pronoun		E	E	D	D	D	D
pronoun with clear antecedent						D	D
adjective		E	D	D	D	D	D
preposition						D	D
<i>Understanding Sentences</i>							
introductory phrases						D	D
prepositional phrases						D	D
Transition words		D			D	D	D
Compound sentences		D			D	D	D
Tense agreement		E			D	D	D
Subject/verb agreement				D	D	D	D
Interjections						D	D
<i>Homonyms</i>		E		D	D	D	D
<i>Synonyms</i>		E		D	D	D	D
<i>Antonyms</i>		E		D	D	D	D

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 4

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

WEST HEMPSTEAD UFSD

Curriculum Map (2012-2013)

Content Area: Grade 4 ELA WRITING

[illegible]

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 1

Content Area: E.L.A. Writing Workshop

Unit of Study: Launching Writing Workshop

Number of Lessons in Module: 20-September

Grade Level: 4

Module: Launching students writing by recruiting their ideas and helping children bring forth more significance in their writing.

Content Understandings:

- Students will learn the daily routines of Writer's Workshop.
- Students will use prewriting strategies to plan written work.
- Students will contribute to group discussions about their writing as well as their classmates writing.
- Students will use their Writer's Notebook and mentor texts as valuable writing tools.
- Students will understand writing is a process.
- * Students will end unit by selecting a seed idea from their collected entries to develop a finished piece.

Essential Question(s):

- How do good writers write?
- How do writers create a list of writing ideas before writing?
- How do you write an entry?
- What goes in my Writer's Notebook?
- How do writers focus on small details?
- How can writers learn from other good writers?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.4.3 Write narratives to develop real or imagined experiences or events. W.4.4 Produce clear and coherent writing. W.4.5 With guidance and	<ul style="list-style-type: none">• Writing Workshop	<ul style="list-style-type: none">• Start year by having students write stories about their lives• Show students <i>what works</i> in their writing• Teach to write in a <i>bit</i>	<u>'On-demand' Assessment of Narrative Writing:</u> Beginning of the year Benchmark within the first few days. Have students write a narrative based on a real

<p>support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>LS.4.1 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking.</p> <p>LS.4.2 Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling.</p> <p>LS.4.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> • Writer’s Notebook • Entries • Lists/Jots • Small Moments • Zooming In 	<p><i>by bit</i> way</p> <ul style="list-style-type: none"> • Establish writing workshop routines <p>Teach and model entry writing</p> <ul style="list-style-type: none"> • Create meaningful personalized notebooks and share • Create lists of subjects to write about • Model how to generate ideas in a variety of ways this can be through lists, webs, or other graphic organizers • Use mentor texts as examples of different writings about a person’s life and how to focus on <i>small moments</i> in one’s life • Dig for deeper meaning in their entries • Teach how to focus on one event rather than several -‘zoom in’ • Show how to rely on five senses to make writing interesting and use sensory details • Explain what good writers do and why they do it. 	<p>event in their life.</p> <p>Teacher/Student Conferences and sharing of entry writing.</p> <p>End of unit assessment of notebooks and the progression of well written entries about their lives.</p>
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	<ul style="list-style-type: none"> Seed Ideas 	<ul style="list-style-type: none"> Explain the difference between a seed and watermelon topic. Select seed ideas and keep a list in your classroom. Review and show that narratives have beginning, middle through use of mentor texts. Teach editing strategies through conferencing <p>*Use your anecdotal records to direct your mini-lessons on writing mechanics lesson.*</p>	
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Suggested Module Resources:

If I Were a Writer by Ralph Fletcher

Nothing Ever Happens on 90th Street by Roni Schotter

Best Wishes by Cynthia Rylant

Firewalking by Patricia Polacco

Other texts by Patricia Polacco to teach about small moments

Owl Moon by Jane Yolen

My Father's Hands by Joanne Ryder

Professional Resources:

Writer's Notebook by Ralph Fletcher

Raising Quality of Narrative Writing by Lucy Calkins

Using a Writer's Notebook by Teacher Created Resources

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 2

Content Area: ELA-Writing Workshop

Unit of Study: Raising Narrative Writing to the Next Level

Number of Lessons in Module: About 20 Month of October

Grade Level: 4

Module: Generate students' personal narrative writing via the writing process.

Content Understandings:

- *Narrative writers use detail and description to travel more slowly over their topics in order to develop specificity.
- *Students need to re-read to check for elaboration, returning to important sections to stretch those details out.
- * Students are reintroduced to the stages of the writing process.
- * Mechanics will be implemented through editing mini-lessons.
- *Teachers need to immerse students in exemplar texts of narrative writing.

Essential Question(s):

- * How do writers elaborate on general details while staying on topic?
- *How do writers move from my seed idea o draft paper?
- * How do writers write a strong introduction and conclusion?
- * How do writers use a variety of complex sentence structure?
- *How do writers revise and editing your writing?
- *How do writers publish your writing successfully?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.4.3 Write narratives to develop real or imagined experiences or events. W.4.4 Produce clear and	<ul style="list-style-type: none">• Narratives• Writing Process (Topic, Draft, Revise, Edit, Publish)	<ul style="list-style-type: none">• Model narrative writing through read alouds.• Teach students how to	<u>'On-demand' Assessment of Narrative Writing:</u> Beginning of the year Benchmark within the first

		<p>correctly use composition paper.</p> <ul style="list-style-type: none"> • Teach margins and hold up mentor texts as examples. <p>*Use your anecdotal records to direct your mini-lessons on writing mechanics lesson.*</p>	<p>sequence of events, transition words, providing introduction and conclusion.</p>
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Suggested Module Resources:

If I Were a Writer by Ralph Fletcher

Every Living Thing by Cynthia Rylant

Nothing Ever Happens on 90th Street by Roni Schotter

Professional Resources:

Writer's Notebook by Ralph Fletcher

Raising Quality of Narrative Writing by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 3

Content Area: ELA Writers Workshop

Unit of Study: Unit 3-Realistic Fiction

Number of Lessons in Module: About 20-November

Grade Level: 4

Module: Generate fictional writing pieces with engagement and stamina.

Content Understandings:

- *Teach strategies and tips for writing to choose moments from stories to write about and allow their readers to truly experience them.
- *Teach students to rehearse developing story elements. Use mentor texts to help students to envision what they want to write.

Essential Question(s):

- *How do writers plan more?
- *How do writers learn from and use mentor texts?
- *How do writers plunge deep into the process of revision?
- *How do writers expand their thoughts?
- *What is the heart of my story?
- *How can writers build up a characters motivation and raise the stakes for what a character wants?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.4.3 Write narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	<ul style="list-style-type: none">Explore possible ideas for plot	<ul style="list-style-type: none">Once writers have at least one possible idea for a story line, begin developing characters. Students will spend a bit of time developing	Begin unit by having students write <i>On Demand</i> for a writing period writing about a small moment (scene or vignette) from a larger fiction story. This will enable you to see the

<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, and editing.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>W.4.10 Write routinely over</p>	<ul style="list-style-type: none"> • Model writing plans- “Story blurbs” this is a series of short statements or jots that tell a story. • Develop story elements • Generate lists of internal and external characteristics. • Utilize Mentor Text • Developing plotline 	<p>other story elements before beginning to draft and revise.</p> <ul style="list-style-type: none"> • After students settle on a story idea characters need to be developed. • Students should be writing thoughts or little scenes to help develop their characters in their Writer’s Notebooks. • Create charts about different characters from mentor texts ex: “We can develop character by thinking about their ...” ex: drawing a mountain” • Use a graphic organizer to show rising action and story’s turning point “stories should develop through focusing on the five senses. • Teach different leads through mini lessons and small group 	<p>skills your students need and help guide instruction.</p> <p>Continue conferencing</p>
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<p>extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audience.</p>	<ul style="list-style-type: none"> • Writing and revising leads • Craft and Revising Stories 	<p>instructions. Students should self select their lead.</p> <ul style="list-style-type: none"> • Students should draft more than one lead before selecting. This revision will be on a larger scale. • Model and teach strategies to help students explore a variety of ways they can end their stories. • Main character should show obstacles to reach goal. • Drafts should be a series of pages including two-three scenes. Students need o find the “heart of their story”. • CCSS reminds us to use narrative techniques such as dialogue, description, and pacing to develop experiences and expand their stories. • Teach how to use time as transition between scenes.(CCSS suggests 	
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	<ul style="list-style-type: none"> • Strong Endings, Editing and Publishing 	<p>using a variety transitional words, phrases and clauses to sequence events.</p> <ul style="list-style-type: none"> • Help students decide the direction their story will go and end. Explain the character doesn't always win and end up happy. This is where the students will think past <i>easy</i> endings and see that writers find solutions through fiction. • Emphasize on spelling and fancy word choice. Use an Editing Rubric and conference. • Stories can be published creatively as books or a collection of short stories with an author page, acknowledgments, and dedications. 	<ul style="list-style-type: none"> • Summative Assessment-Use final conference
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Suggested Module Resources:

Home Coming By Cynthia Voigt

Koala Lou By Mem Fox

Ruby, The Copy Cat by Peggy Rathman (teaching leads)

Fireflies by Julie Brinckloe

Professional Resources:

Writing Fiction; Big Dreams, Tall Ambitions by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 4

Content Area: ELA Writing Workshop

Unit of Study: Personal and Persuasive Essay

Number of Lessons in Module: 20 Lessons December -January

Grade Level: 4

Module: Using *boxes-and bullets* and argument structures for essay writing.

Content Understandings:

- Writers will be able to provide support for a claim in ways that *chunk* the supportive evidence into logically grouped categories.
- Writers will also use transitional words such as for instance, in order to, consequently, and specially.

Essential Question(s):

- *How do writers use transitional phrases to help support their claim?
- *How do I embed quotations, anecdotes, statistics or observations into body paragraphs?
- *How do writers *stitch* their thoughts/ideas together and elaborate on their information?
- *How do writers persuade readers?
- *How do writers support their arguments successfully?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and	<ul style="list-style-type: none">• Personal Essays• Claim• Supporting details• Flash-draft Essay	<ul style="list-style-type: none">-Unit will begin by supporting personal essays with claim/supportive examples.-Start unit by writing flash-	<ul style="list-style-type: none">• Start assessing by setting aside one day for on-demand opinion writing assessment.

<p>information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, and editing.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<ul style="list-style-type: none"> • Start working towards Personal Essays –Draft and Revise in notebooks. • Thesis Statement 	<p>draft essays. Then take a week and a half to help students <i>slow down</i> and learn what is required for writing essays well.</p> <p>-Read aloud a variety of essays to help familiarize students with this type of writing.</p> <p>-They will work on writing one single personal essay across the week.</p> <p>(Spend a few weeks on personal essay writing then move onto persuasive.)</p> <p>-After <i>on-demand</i> writing, give students a second one. This time guide them to now state a claim, indent, use transitions and topic sentences.</p> <p>-Mini-lesson dividing different texts into two categories narrative/expository writing. (Expository= essay/opinion/persuasive)</p> <p>-Allow for a few days for students to write entries to generate ideas for topics.</p> <p>-At the end of the week zoom into one idea that will be their thesis statement. (Take a day to reread entries</p>	<p>-For example, have students think of an idea or topic they have strong feelings about. Have them write their opinion and give reasons that explain why they feel this way. Then adjust your lessons accordingly.</p> <ul style="list-style-type: none"> • Write and revise another flash-draft personal essay.
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<p>W.4.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audience.</p>	<ul style="list-style-type: none"> • Choose an idea, write as thesis to build essay upon. • Gathering Material for an Essay and Constructing a Draft 	<p>to find bigger ideas.)</p> <ul style="list-style-type: none"> -Teach students to jot big ideas about. Teach students to free write about important topics in their notebooks. -Four or five days into unit, instruct students to choose seed idea (thesis statement) to go forth and plan essay. -Coach students into selecting a structure that will work for their thesis. -Teach students to <i>box out</i> a claim (idea). Then list reasons for that claim using bullets. -Craft a main idea with several parallel supporting ideas. Boxes-and Bullets refer to <i>Breathing Life into Essays</i>. -Teach essay structure. -Introduce topic -Teach students to unpack micro-stories that highlight and supports their idea. (Adapted from <i>Breathing into Essays</i>) -Show that these mini stories help illustrate our main ideas and get our points across. -Collect stories and evidence and then explain the next step 	
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	<ul style="list-style-type: none"> • Editing – focusing on spelling, fragments and run-ons sentences • Final Part of Unit- Persuasive Essay 	<p>is putting it all together into a draft. (Cementing their material into paragraphs)</p> <p>* Stress that the opening sentence in an essay is significant. It draws the reader in and places the essay into context.</p> <p>*Explain that essays need both a strong introduction and a strong conclusion.</p> <p>-As you teach editing have students reread a few times. Each time focus on a different convention. (spelling, fragments/run-ones etc)</p> <p>- Use a variety of persuasive essays to give students background knowledge of this genre.</p> <p>-Explain the foundation of a persuasive essay. These essays come from the writer's experience. Ask class to collect ideas in their notebooks by thinking about "How we can make the world better" and "Fair and Unfair things in the World" to guide them.</p> <p>-Mini-lesson using the flash-</p>	<ul style="list-style-type: none"> • During the editing phase conference to assess students understanding of the structure of a personal essay as well as addressing sentence structure.
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		<p>draft approach they will structure their essay in boxes-and-bullets form, stating their argument then backing it up with elaborate details. See p. 67 in <i>A Curricular Plan for The Writing Workshop, Grade 4, 2011-2012</i></p> <p>-Draft essay using the same process for drafting the personal essays. Teach that persuasive essays include many facts and <i>good arguments</i>. Use of mentor texts will explain and show the importance of supporting arguments to persuade the reader.</p> <p>-Use partners to help revise drafts.</p> <p>-Edit, publish and share essay. (As previously taught earlier in unit.)</p>	<ul style="list-style-type: none"> • Use final Persuasive Essay as a Summative Assessment of Unit.
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Suggested Module Resources

Chameleons Are Cool by Martin Jenkins

Endangered Tigers by Bobbie Kalman

Sharks By Seymour Simon

The Table Where the Rich People Sit by Byrd Baylor

A Walk in the Rain Forest by Rebecca L. Johnson

Professional Resources:

A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012 by Lucy Calkins

Breathing Life into Essays by Lucy Calkins

Writing Fundamentals Grades 4-5 Essay Unit

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 5

Content Area: ELA Writers Workshop

Unit of Study: Unit 5: Informational Writing

Number of Lessons in Module: 20: February/March

Grade Level: 4

Module: Building on expository structures to write lively, voice-filled nonfiction picture books.

Content Understandings:

- *Students will aim to help inform readers about their self-selected nonfiction topic.
- *Students will learn that focus is important in informational writing.
- *Students will *zoom* in on a topic and write with greater density of relevant information.
- *Students learn to group their information into categories and sub-categories.

Essential Question(s):

- * How can writers work towards writing lively, voice-filled nonfiction picture books?
- * How can writers gather information to support their topics?
- * How will writers successfully ‘teach’ readers about their topic?
- * How do writers celebrate their nonfiction pieces?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.S.4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none">• Immerse Students in Nonfiction Read-Alouds By Using Touchtone Texts	<ul style="list-style-type: none">• Select well written mentor texts to support genre.• Decide what features you want to highlight in	<ul style="list-style-type: none">• Assess students by using an <i>on-demand</i> informational writing. Use similar prompting as

<p>W.S.4.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.S.4.5-with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.S.5.6- With some guidance and support from adults use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.S.4.7- Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.S.4.8-Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize</p>	<p>• Gather Information to Support Non-Fiction Book Writing</p> <p>-Collect Topic Ideas</p> <p>-</p>	<p>your mini-lesson. For example, categories, sub-categories, chapters, heading and sub-heading.</p> <ul style="list-style-type: none"> • Use mentor texts to illustrate the different features. • Build upon all lessons taught in nonfiction reading unit. • Explain to students their goal is to select a topic. • Demonstrate ways to collect and record ideas in their Writer's Notebook. • Spend a session or two <i>trying on topics</i>. • Ask, "What do they want to say to their readers?" <p>*Note stronger writers will have more focused topics.</p> <p>Take a few days to collect ideas for topics in notebooks.</p> <ul style="list-style-type: none"> • Teach writers to decide about how much and what 	<p>done in previous units. Tell class to think of a topic that they have studies or know about. They will have an hour the next day to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic.</p>
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or themes.			
L.S.4.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	* categories/sub-categories * chapters * table of contents * heading/subheading		
L.S.4.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.S.4.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
L.S.4.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.			
L.S.4.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	• Use of Student-Teacher Conferencing/Mini-Lessons	‘the text features’ they want to use in their books. For example, illustrations, diagrams, charts, and side bar definitions. • Teach students that there are different ways that writers plan their informational text. • Show a variety of different nonfiction books that focus on different features. • Through mini-lessons, model different ways to organize their writing, for example, base draft on a Table of Contents or use boxes-and-bullets strategy. • After students have decided their individual planning technique for their nonfiction book, allow time for to draft information for their subtopics. • Focus lessons on the importance of introductory	<u>Formative Assessment:</u> Through conferencing assess students understanding of topic and nonfiction text features.

	<ul style="list-style-type: none"> • Editing/Publishing/Celebrating 	<p>paragraphs for each sub-topic.</p> <ul style="list-style-type: none"> • Teach strategies to revise the introductory paragraph. • Add transition words taught in previous units; include ‘for example, also, because’ • Teach strategies to revise conclusions; conclusions should always leave readers with the ‘big ideas.’ • Set partnerships to help revise work and support one another. • Editing lessons/conferences need to be clear and accurate. • Teach that using texts as resources can be a great resource for correct spelling and capitalization • At this point, students should be away of paragraphing, commas, compound sentences and quotations in their writing. • Celebrate their hard 	<p><u>Summative Assessment:</u> Use a rubric to assess each individual nonfiction book.</p>
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		work by creating galleries, PowerPoint's, and invite others to view the projects	
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Suggested Module Resources:

Ape by Martin Jenkins

A Drop of Water by Walter Wick

Everglades by Jean George

How To Talk To Your Dog by Jean George

Gail Gibbons texts

Professional Resources:

A Curricular Plan For The Writing Workshop, Grade 4: 2011-2012 by Lucy Calkins

Writing Fundamentals: Nonfiction Grade 4-5 Schoolwide, Inc.

www.readingandwritingproject.com