

Course Description: Macon Elementary utilizes a writing workshop model to address the writing and language standards for English Language Arts. The writing workshop model includes the following:

- Students will write daily during writing workshop
- Teachers will help students discover topics for their writing from their life, from reading, and from natural curiosity
- Teachers will teach a mini-lesson each day to show students how to be better writers
- Teachers will confer with students to help nurture their writing skills

The Language standards of the Missouri Learning Standards are addressed throughout the year during the mini-lessons within the writing workshop. The Writing standards of the Missouri Learning Standards are addressed within units that focus on the three genres of writing. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

Fourth Grade Writing Scope and Sequence

	Unit	Timeframe
	Personal Narrative	6 weeks
	Opinion Writing	6 weeks
	Informative Writing	6 weeks

Unit 1 Personal Narrative

Standards addressed:

- 4.W.1.A.c Follow a writing process to plan a first draft by: accessing prior knowledge or building background knowledge related to the topic
- 4.W.1.B.b Appropriate to genre type, develop a draft from prewriting by: establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
- 4.W.1.B.c Appropriate to genre type, develop a draft from prewriting by: C categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
- 4.W.1.C.a develop and strengthen writing by revising the main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- 4.W.2.C.a Write fiction or nonfiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters
- 4.W.2.C.b Use narrative techniques, such as dialogue, motivation, and descriptions
- 4.W.2.C.c Organize an event sequence that unfolds naturally to establish a beginning/middle/end
- 4.W.2.C.e Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- 4.L.1.B.b Punctuate a dialogue between two or more characters

Supporting Standards:

- 4.W.1.A.d: Follow a writing process to plan a first draft by using a prewriting strategy.
- 4.W.1.B.d: Appropriate to genre type, develop a draft from prewriting by addressing an appropriate audience.
- 4.L.1.A.a-i - In speech and written form, apply standard English grammar to:
- use the “be” helping verbs with “ing” verbs
 - use and order adjectives within sentences to conventional patterns
 - use progressive verbs to show past, present, and future
 - use adverbs in writing
 - use subject/verb agreement with 1st, 2nd, and 3rd - person pronouns
 - use prepositions correctly in a sentence
 - Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
 - Produce and expand the complete simple and compound four types of sentences
 - Correct sentence fragments and run-on sentences in writing
- 4.L.1.B.a-e - Communicate using conventions of English language in written text:
- write legibly
 - insert a comma before a coordinating conjunction in a compound sentence
 - capitalize proper adjectives
 - use correct capitalization

Essential Questions:

- Where do writers' ideas come from for opinion writing?
- How do writers go about creating well-developed opinion writing?
- How do writers go about producing strong opinion writing?

Learning Targets:

Students will make a claim and use reasons and evidence to support their position.
Students will consider their audience when producing opinion pieces.

Content vocabulary:

Opinion, reasons, evidence

Standard(s)	Text	Number of Days
4.W.1.A.d	Developing a topic	1 week
4.W.1.A.d	Sequencing a story and including details	1 week
4.W.1.B.c 4.W.2.C.b 4.L.1.B.b	Creating Paragraphs with Dialogue	1 week
4.W.2.C.b 4.W.2.C.d	Developing a Strong Lead and Ending	2 days
4.W.1.c.a 4.W.1.C.b	How to Proofread and Revise	2 days
4.W.1.B.b 4.W.2.C.a	Writing a Personal Narrative	5 days

4.W.1.c.a 4.W.1.C.b	Peer Revising, Editing, and Publishing	1 week
------------------------	---	--------

Unit 2

Opinion Writing

Standards addressed:

4.W.1.C.a Reread, revise, and edit drafts with assistance to: develop and strengthen writing by revising the main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when

appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

4.W.1.C.b Edit for language conventions

4.W.2.A.a Write opinion texts that: introduce a topic or text being studied, using an introductory paragraph

4.W.2.A.b Write opinion texts that state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details

4.W.2.A.c Write opinion texts that use specific and accurate words that are related to the topic, audience, and purpose

4.W.2.A.d Write opinion texts that: contain information using student's original language except when using direct quotation from a source

4.W.2.A.e Write opinion texts that: reference the name of the author(s) or name of the source used for details or facts included in the text

4.W.2.A.g Write opinion texts that: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs

Supporting Standards:

4.W.1.B.a-d - Appropriate to genre type, develop a draft from a prewriting by: a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience

4.W.1.D.a-b - Apply a writing process to develop a text for audience and purpose with assistance from adults/peers: a. Use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single setting

4.L.1.A.a-i - In speech and written form, apply standard English grammar to:

- a. use the "be" helping verbs with "ing" verbs
- b. use and order adjectives within sentences to conventional patterns
- c. use progressive verbs to show past, present, and future
- d. use adverbs in writing
- e. use subject/verb agreement with 1st, 2nd, and 3rd - person pronouns
- f. use prepositions correctly in a sentence
- g. Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
- h. Produce and expand the complete simple and compound four types of sentences
- i. Correct sentence fragments and run-on sentences in writing

4.L.1.B.a-e - Communicate using conventions of English language in written text:

- a. write legibly
- c. insert a comma before a coordinating conjunction in a compound sentence
- d. capitalize proper adjectives
- e. use correct capitalization

Essential Questions:

How can I raise the level of my personal and persuasive essay writing?

How can I strengthen and support my thesis in my opinion writing?
How can I arrange my persuasive piece in a way that will make my points clear to my readers?

Learning Targets

Students will develop an opinion about a specific topic and use clear reasons and evidence to support an opinion and suggest a course of action to the readers.

Students will research from a variety of sources to collect evidence to support and strengthen the thesis of an opinion.

Students will use organizational structures to develop the opinion in a clear and coherent way.

Content Vocabulary

Thesis, topic sentence, persuasive, elaborate, reasoning, hook, transitional words

Standard(s)	Topic	Number of Days
4.W.2.A.b	Forming Opinions	5 days
4.W.2.A.a 4.W.2.A.b	Creating a Hook	1 day
4.W.2.A.b	Supporting Evidence	1 day
4.W.2.A.b 4.W.2.A.c 4.W.2.A.g	Paragraphs with Purpose and Transitional Words	3 days
4.W.2.A.g	Effective Endings	1 day
4.W.2.A.d 4.W.1.C.a 4.W.1.C.b	How to Edit and Revise	3 days
4.W.2.A.a 4.W.2.A.e	Expanding on Reasoning	2 days
4.W.2.A.a 4.W.2.A.b	Effective Conclusions	1 day
4.W.2.A.b 4.W.2.A.g	Writing the Draft	
4.W.1.C.a 4.W.1.C.b 4.W.1.D	Revising/Editing and Publishing	1 week

Unit 3 Informational Writing

Standards addressed:

4.W.3.A.b Apply research process to: create a research question to address that is relevant to a chosen topic

- 4.W.3.A.c Apply research process to: identify a variety of relevant sources, literary and informational
- 4.W.3.A.d Apply research process to: use organizational features of print and digital sources efficiently to locate information
- 4.W.3.A.e Apply research process to: convert graphic/visual data into written notes
- 4.W.3.A.f Apply research process to: determine the accuracy of the information gathered
- 4.W.3.A.g Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others
- 4.W.3.A.h Apply research process to: record bibliographic information from sources according to a standard format
- 4.W.3.A.i Apply research process to: present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria

Supporting standards:

- 4.W.1.B.a-d - Appropriate to genre type, develop a draft from a prewriting by: a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience
- 4.W.1.D.a-b - Apply a writing process to develop a text for audience and purpose with assistance from adults/peers: a. Use technology , including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single setting
- 4.L.1.A.a-i - In speech and written form, apply standard English grammar to:
 - a. use the “be” helping verbs with “ing” verbs
 - b. use and order adjectives within sentences to conventional patterns
 - c. use progressive verbs to show past, present, and future
 - d. use adverbs in writing
 - e. use subject/verb agreement with 1st, 2nd, and 3rd - person pronouns
 - f. use prepositions correctly in a sentence
 - g. Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
 - h. Produce and expand the complete simple and compound four types of sentences
 - i. Correct sentence fragments and run-on sentences in writing
- 4.L.1.B.a-e - Communicate using conventions of English language in written text:
 - a. write legibly
 - c. insert a comma before a coordinating conjunction in a compound sentence
 - d. capitalize proper adjectives
 - e. use correct capitalization

Essential Questions:

How can I learn to write nonfiction with compelling content and ideas?
 How can I raise the level of my informational writing to inform and communicate my topic to my readers in an understandable way?
 How can I gather and revise my evidence so that it supports my essay?

Learning Targets

Students will use an expert tone and use mentor texts for ideas on how to bring the information to life.
 Students will organize the piece around a clear text structure that helps communicate the overall topic in an understandable way.
 Students will make sure the ideas fit with the organizational format.

Content Vocabulary

Main idea, supporting details, fact, opinion, structure

Standard(s)	Topic	Number of Days
4.W.2.B.a 4.W.2.B.b	Main idea and supporting details	3 days
4.W.2.B.b	Fact/Opinion	1 day
4.W.2.B.a 4.W.2.B.e	Sequencing	1 day
4.W.2.B.c	Purpose for Writing	1 day
4.W.3.A.c 4.W.3.A.b 4.W.3.A.d 4.W.3.A.e 4.W.3.A.f 4.W.3.A.g 4.W.3.A.h 4.W.3.A.i	How to Research	6 days
4.W.3.A.e	Text Features	1 day
4.W.3.A.c 4.W.3.A.d 4.W.3.A.f	Researching for ABC Book	4 days
4.W.1.B.a 4.W.1.B.c	Writing Rough Draft	3 days
4.W.1.C.a 4.W.1.C.b 4.W.1.D	Revising/Editing and Publishing	2 weeks