

Grade 4: Text Types and Range of Writing

Unit	Description of Writing
1	<p>Personal Narratives Formal Writing: Personal Narrative Students focus on details, transition words, similes, metaphors, and vital verbs while writing personal narratives. They plan, organize, draft, revise, edit, and share their finished work. Begins in Lesson 7.</p>
	<p>Informal Writing: memory paragraph, cause and effect, descriptive writing, food narrative with dialogue, graphic organizers, short and extended responses to text</p>
2	<p>Empires in the Middle Ages, Parts 1 and 2 Formal Writing: Opinion/Persuasive Students use the writing process to write an opinion about what type of person they would most want to be if they were living in the Middle Ages. Students use extensive notes and paraphrasing to gather information, then use the information to form their opinion. Students use the writing process to plan, draft, and revise their paragraphs. Begins in Lesson 8.</p>
	<p>Informal Writing: informative paragraph, historical fiction, notes, graphic organizers, paraphrasing, short and extended responses to text</p>
3	<p>Poetry Formal Writing: Poetry Students will plan, draft, and revise a memory poem using several poetic devices, such as repetition, alliteration, similes, and tone. Begins in Lesson 3.</p>
	<p>Informal Writing: poetry journal, question and answer poems, five senses poems, narrative poems, advice poems, reflections, short and extended responses to text</p>
4	<p>Quest: Eureka! Student Inventor Formal Writing: Opinion/Argument During the course of this Quest, students write a detailed explanation of an invention they create and write an argument for its importance using evidence. They will use the opinion to write a script for an invention pitch. Begins in Lesson 9.</p>
	<p>Informal Writing: notes, skit writing, documentation writing, inventor cards, graphic organizers, letter writing, short and extended response to text</p>

5	<p>Geology Formal Writing: Informative Writing Students will use the writing process to plan, draft, revise, and edit a Wiki entry about volcanoes. Begins in Lesson 7.</p> <p>Informal Writing: explanatory writing, informational pamphlet, notes, descriptive paragraph, graphic organizers, short and extended responses to text</p>
6	<p>Contemporary Fiction: <i>The House on Mango Street</i> Formal Writing: Narrative Writing Students use ideas from the text to write aspiration stories. Students have a choice of writing a fiction or nonfiction story. Students use literary devices studied in previous units to plan, draft, and revise stories using peer feedback. Begins in Lesson 5.</p> <p>Informal Writing: writer’s journal entries, descriptions, alternative narrative, opinion, reflections, graphic organizers, short and extended responses to text</p>
7	<p>American Revolution Formal Writing: Informative Writing Students use the writing process to compose a cause and effect essay about how the French and Indian War led to colonial protests. Students focus on cause-and-effect transition words, writing body paragraphs, and a concluding paragraph.</p> <p>Informal Writing: graphic organizers, short and extended responses to text, writing prompts</p>
8	<p><i>Treasure Island</i> Formal Writing: Narrative Writing Students use multiple steps to write an adventure story, including planning, drafting, revising, editing, and publishing. Lessons include step-by-step modeling, planning, and practice for each segment of the narrative. Begins in Lesson 2.</p> <p>Informal Writing: character sketch, graphic organizers, short and extended responses to text</p>
	<p>Writing Quest: The Contraption Students practice a wide range of writing skills during the course of this four-unit Quest, interspersed throughout the first few Amplify CKLA Units. The Quest is delivered by the teacher using an app on the Teacher Resource site. Skills students will practice are: showing and focus, strong verbs, describing sequences of events, identifying and using evidence, and creating setting and mood.</p>

