

Fourth Grade Writing Summaries

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3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet's Journal has been designed to reinforce the unit's integration of reading and writing poetry. The journal resembles a writer's notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet's Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet's Journal also contains extra pages to encourage students to compose their own poems—something the unit's final lesson will set them up to accomplish.</p>
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4	<p>Throughout the Quest, students consistently practice informative and opinion writing. In addition to working on developing arguments and using support, the writing challenges lend themselves to adaptation and addition. You can focus on additional language standards by adding requirements to the challenge. If you have extra time, you can also take advantage of the emphasis on building collaboration skills and introduce a round of peer editing to one or more of the writing challenges.</p>
5	<p>In the writing lessons, students will review the stages of the writing process and engage in several short writing projects. In this unit, students will examine and explain similes; draft an informational pamphlet about tsunamis; write a wiki entry about a specific volcano; and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices they have encountered in previous Grade 4 units, such as alliteration, personification, and simile.</p>
6	<p>Writing activities are in two forms. The first trains students in the craft of narrative, celebrating their creative and imaginative potential while teaching them to apply and master the knowledge they have gained from reading and understanding the unit's vignettes. The second asks students to demonstrate their ability to write opinion pieces backed by clear evidence.</p>
7	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will enact and record key information from vignettes corresponding to the causes of the American Revolution. These activities will lead to the development of a five-paragraph cause and effect essay.</p>
8	<p>In the writing lessons, students will engage in an extended writing project, while continuing to practice the various stages of the writing process. They will begin by drafting a character sketch and then will write, publish, and share an original adventure story. While working on the adventure story, students will focus on character development, dialogue, verb choice, and revision methods.</p>

Fourth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun and creative outlet. Most of the writing assignments are connected to practicing skills, such as writing dialogue or practicing similes and metaphors, that students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions with their classmates. The unit also emphasizes planning and revision skills.</p>
2,p.1	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use a graphic organizer to take notes on information presented in the Reader; paraphrase information from a text; assess information to form an opinion; and draft a persuasive paragraph. Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback. In this unit, students will practice taking notes from the informational text of Knights, Castles, and Chivalry, as well as practice writing an informative, explanatory paragraph and a persuasive paragraph.</p>
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3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet's Journal has been designed to reinforce the unit's integration of reading and writing poetry. The journal resembles a writer's notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet's Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet's Journal also contains extra pages to encourage students to compose their own poems—something the unit's final lesson will set them up to accomplish.</p>
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