



Pacing Guide for Writing- 4th Grade

1 st Trimester	2 nd Trimester	3 rd Trimester
<p>Goal: Narrative Writing</p>	<p>Goal: Informative/Explanatory</p>	<p>Goal: Opinion Writing</p>
<p>Standard W.4.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p>Standard W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together. • Develop a topic with facts, definitions, concrete details, quotations, or other information related to the topic. • Link ideas within categories of information using words such as (also, another, and, more, but) to connect ideas. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information presented. 	<p>Standard W.4.1: Write opinion pieces on topics or texts, supporting points-of-view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writers purpose. • Provide reason that supports the opinion. • Link the opinion and reasons using words and phrases such as (because, therefore, since, for example) • Provide a concluding statement or section related to the opinion presented.

3-Day Lesson Format

Day 1	Day 2	Day 3
<p>Analyze the prompt (highlight important words) Brainstorm the topic-Circle Map Monitor and Check Sequence Writing-Flow Map Monitor and Check Add an opening sentence Extend with Details (3 +) Monitor and Check</p>	<p>Think Aloud Select transition words and phrases Monitor and Check Write a closing sentence Monitor and Check</p>	<p>Color-Coding Go->BOP->STOP Write piece</p>
<p>Brainstorm (Circle Map) The first step in Day 1 is to have students analyze the prompt. Highlight important words that will guide students as to what they are writing about.</p> <p>Teacher models the process of thinking aloud while students observe and internalize the process they will undertake to become independent writers.</p> <p>Write the name of the focus of the prompt in the center of the circle. Always have Day 1 Circle Map displayed.</p> <p>Teacher brainstorms the following: what they did, and what they saw. Teacher talks</p>	<p>Sequencing (Flow Map) Teacher uses a flow map to organize events sequentially, in the order the events happened. Students should be intentionally vague on the responses they write in their Flow Map boxes so that details can be filled in later. One or two words should be sufficient.</p> <p>One event circled from the Circle Map will be written in each box of the flow map. (3 total)</p> <p>The opening sentence should address the following three criteria: Who? Did What? When? Why?</p> <p>To extend with details, teacher will add lines below each box on the flow map. Three words should be</p>	<p>Analyzing Character Uses structure for 4th grade. Focus on character attributes, differences, similarities, moral, message, lesson and theme among multiple sources of literature. In student journals, they reserve one page for a thinking map, and the other for their written response. The goal is to have students writing about the text. Forming opinions and backing those opinions up with evidence directly from the text.</p> <p>Using a Tree Map, students will write what they liked, and what they did not like about the story they just read. They will progress to writing characters they liked and did not like (T-S), to like this story, not like this story (T-T), and similar to my world, and not similar to my world (T-S and</p>

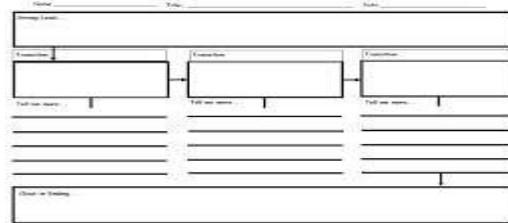
student through the steps.
What do you remember?
What did you do?
When did you do it?

Select **3** events from your circle map to write about.
Circle those three events.

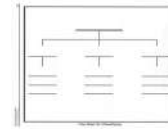
added below each box. (No sentences!)

Select transitional words and phrases to write above each event in the flow map. Avoid the standard "First, Next, Finally", and build to students using transitional phrases.

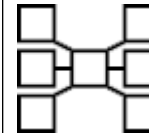
Closing sentences address the criteria: how did the writer feel? What was the writer's opinion? What are the writer's hopes/dreams? Not restating opening sentence!



T-W).



Progress to a partial Multi-Flow where the **source** and **author** are referenced in the frame. The student should know the book, and the author. The student's opinion is written in the main box of the partial multi-flow. The justifications for their opinion are placed in each box to the left of their opinion. Their justifications must involve **evidence from the text**.



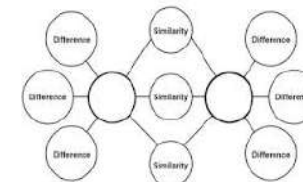
Describing Setting

Brace Map



Making Connections

Double Bubble Map



Evaluating Text (Liked/Did Not Like)

Partial Multi-Flow

Tree Map

Upper Grade +1

Zoom to Narrow Your Focus
Students Learn how to focus on one main even, and elaborating that event.

Umbrella Zoom- one idea that carries through multiple locations

Location Zoom-Focus on an event that takes place in one specific location

Upper Grade +2

Refer to Feelings and Emotions
Direct and Indirect reflections throughout the piece of writing.

Direct: "I was _____"

- Happy
- Scared to death
- Freezing

Indirect: " A big smile spread across my face, and my heart leaped in my chest"

"Trembling fingers clutched the flashlight as I pictured the terrible monsters"

"Goosebumps that were the size of acorns covered my arms. My teeth chattered as I searched for the blanket."

Teacher should model both zooming in, as well as adding direct and indirect reflections.

Upper Grade +3

Quality Elaboration

Five Media Questions

1. What did you do when this happened?
2. What were those around you doing?
3. What were you thinking?
4. How did you feel?
5. Can you describe what you saw?

Just like the news media must help viewers "be there" when they cannot, this is intended to give the reader an idea of what really happened. A "play-by-play" if you will.

Focuses on one main event

Tells the actions of the writer

Tells what others were doing

Tells what the writer was thinking at the time of the action

Tells what the writer was feeling during the action

Describes the scene

Upper Grade +4

Precise Language

Using strong verbs, adverbs, precise nouns, similes, metaphors, onomatopoeia and other forms of figurative language to enhance the quality of the writing.

Upper Grade +5

Openings

Hook your reader by including one of the following as an opening:

- Sound effects
- Statements
- Character thoughts
- Question
- Character actions
- Dialogue
- Character description
- Setting

Upper Grade +6

Closings

Provides reflection, thought, or opinion about the writing or experience.

- Circular ending
- Poignant ending
- Ending with a message
- Restatement of an idea
- Endings that leave readers wondering
- Surprise endings

<p style="text-align: center;">Mini-Lesson Ideas (Appendix 1)</p> <ul style="list-style-type: none"> • Main/Idea & Focus • When the Relatives Came • Elaboration • Orange lesson • Direct/Indirect Reflections 	<p style="text-align: center;">Mini-Lesson Ideas (Appendix 2)</p> <ul style="list-style-type: none"> • Voice • Paragraph Flow Map • Organization Flow Map 	<p style="text-align: center;">Mini-Lesson Ideas (Appendix 3)</p> <ul style="list-style-type: none"> • Circle Map-Favorite Part/Character • Supporting Details Using the Tree Map • Five Media Questions • Evaluating Using a Tree Map
<p style="text-align: center;">Pre-Benchmark Classroom Activity</p> <p>Using the 4th grade Narrative structure, students will write about a time they found a bag. The bag had something magical inside of it. Write about what happens after you open the bag.</p>	<p style="text-align: center;">Pre-Benchmark Classroom Activity</p> <p>Discuss slow changes to the environment, and fast changes to the environment. Using a double bubble map, discuss the effects of slow changes (physical and chemical weathering, erosion and deposition, wind, waves) and fast changes (volcanic eruption, earthquake, landslides)</p>	<p style="text-align: center;">Pre-Benchmark Classroom Activity</p> <p>Using a fable, write an essay in which you form a strong opinion (brave, kind, foolish) about a character, supply relevant facts and reasons to support your opinion, and quotes from the story to support your opinion.</p>
<p style="text-align: center;">Assessment Tool</p> <p>Rubric: Narrative Rubric (20 points) 15-18 sentences (2/3 of pg), focused on a single topic, Relevant details to support the topic sentence, Spelling(standard and inventive), Conventions, Descriptive language, Extended/Combined sentences, Varied sentences, closing sentences.</p>	<p style="text-align: center;">Assessment Tool</p> <p>Rubric: Narrative Rubric (20 points) 15-18 sentences (2/3 of pg), focused on a single topic, Relevant details to support the topic sentence, Spelling(standard and inventive), Conventions, Descriptive language, Extended/Combined sentences, Varied sentences, closing sentences.</p>	<p style="text-align: center;">Assessment Tool</p> <p>Rubric: Narrative Rubric (20 points) 15-18 sentences (2/3 of pg), focused on a single topic, Relevant details to support the topic sentence, Spelling(standard and inventive), Conventions, Descriptive language, Extended/Combined sentences, Varied sentences, closing sentences..</p>

<p style="text-align: center;">Interim Prompt</p> <p>Imagine that you woke up one day and you found out you had a superpower. Your superpower would only last for a day. Write a story about what you did on that day.</p>	<p style="text-align: center;">Interim Prompt</p> <p>After creating a double bubble map on slow and fast changes to the environment, write a multi-paragraph essay explaining how slow and rapid changes shape and reshape the Earth's surface. Be sure to include domain-specific vocabulary.</p>	<p style="text-align: center;">Interim Prompt</p> <p>You have just heard a folk tale read aloud to you. Think about one character's actions, and form a strong opinion about that character. Supply relevant facts and reasons to support your opinion, use evidence and quotes from the story to support your opinion. It is important to include linking words and phrases such as (for instance, in order to, in addition to, therefore I conclude). Your piece should include an opening and closing statement as well.</p>
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Appendix 1

Mini-Lesson #1-Main Idea & Focus

Given a short paragraph with the topic sentence missing, students will think of a good sentence to begin the paragraph. Teacher asks the students, "what are these sentences all about?" Teacher will ask the students, in groups, to come up with a sentence that will begin the paragraph. Teacher may prompt by saying what the sentence should begin with. (ex: Last night...)

_____ . It rained like crazy. Outside my window, I heard the thunder and lightning. It rattles my windows, and I knew the street would be flooded.

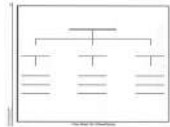
How did this paragraph begin?

You can also reverse it, and have students come up with the details after you have written the topic sentence. Today, there was snow on the ground.

Students share their paragraphs and opening sentences.

Mini-Lesson #2-When the Relatives Came

Teacher will read aloud a book such as When the Relatives Came by Cynthia Rylant. Teacher displays a Tree Map with the words "The Relatives Visit". The branches of the Tree are "Good experiences", and "Bad experiences."



The teacher goes back through the text with the students to discuss which experience could be categorized under which branch of the tree map. The point here is to develop evidence from the text.

Follow-Up by having students write about their own good experiences and bad experiences when they were visited by relatives. Teacher will model his/her own Tree map for student reference.

Mini-Lesson #3-Elaboration

Teacher begins by reading aloud a paragraph that is overstuffed with too many adjectives!

On a bright, clear, sunny day a big, scary, hairy wolf sat on the big, cushioned, fluffy chair to have a warm, delicious, creamy bowl of oatmeal. Along came a silly, foolish, innocent mouse. The little, brown, squeaky mouse knew that the big, hairy, scary wolf wanted him for breakfast. Oh no!

Teacher will circle all of the nouns in the paragraph and create circle maps to identify all of the adjectives that describe that noun. Teacher asks students, "what is the main idea of this paragraph?" Which nouns do we keep? Which adjectives do we keep? The idea is to keep the paragraph as clear as possible for the reader, while still including descriptions.

Students then work in pairs writing paragraphs that include description about whatever it is you are writing about.

Call student groups up to share, and have the class answer the question "what is this paragraph mainly about?"

Mini-Lesson #4-Orange Lesson

Teacher provides each student with an orange slice. Teacher displays a Bubble Map with the word "Orange Slice" in the middle.

Teacher goes through each sense (Smell, Touch, Taste, Hear) and asks guiding questions such as "what do you _____?" After adjectives are written in the displayed Bubble Map, the students and teacher collectively write a paragraph describing their orange slice.

Follow Up:

M &M

Hershey's Kiss

Sour Patch Kid

Mini-Lesson #5-Conventions

Teacher displays run-on sentences. Read aloud to students and ask "how does that sound?" Together, the teacher and students will work on correcting run-on sentences so that they flow better for the reader.

The firefighters stopped in front of the house and they got their hoses and they squirted water on the fire and made sure everyone in the house was okay and they were so the firefighters finished fighting the fire and went back to the station.

Molly was walking home from school one day when she found a little puppy in a box on the side of the road and the poor puppy was whining so Molly went over to the shoebox to pick the puppy up and take him home but she knew her mom wouldn't want the puppy so she snuck that little puppy into her closet and when her mom heard him yipping she went in the room to see what was going on and saw the puppy and agreed to let Molly keep it.

Can you eliminate sentences?
Combine them? Delete words or phrases?

Students can share their re-written paragraphs with the class.

Mini-Lesson #6-Direct and Indirect Reflections

Teacher uses pictures with sentence frame starters to elicit student written responses that show indirect reflections of the pictures. Students should use as many details as possible.

Begin -> Circle Map with the center circle that reads "What is Happening". The outside circle should be as many things the student(s) can think of as to what is happening in the picture.

Student(s) will select one event that is happening, and elaborate on that event using their writing structure for 4th grade.

For direct reflections, student(s) will tell how the person feels or their opinion in their closing sentence.

What is happening?		
What is happening?	How does the person feel?	What is the person's opinion?
_____	_____	_____
_____	_____	_____
_____	_____	_____
How do you feel?		

Appendix 2

Mini-Lesson #1-Voice

Using books by Cynthia Rylant as your mentor texts, students will try to identify "Voice" in pieces of literature.



The Ticky-Tacky Doll, When I Was Young in the Mountains, The Blue Hill Meadows, Appalachia, Silver Packages.

What does the literature have in common? Can you hear pieces of the author's life in their writing? What visual imagery can you imagine about the setting and the characters? What do you think the theme of each book is?

Extend using the work of these authors: Meme Fox, Chris Van Allsburg, Bill Peet, David Shannon, Margie Palatini, Bob Shea, Audrey Wood, Charlotte Zolotow, Eve Bunting, Anthony Browne

Mini-Lesson #2-Paragraph Flow map

Teacher uses a Non-Fiction passage or section from the text. Students will separate each paragraph into a box on the flow map. Each box should contain the topic sentence only. The lines under the flow map will be the details in the paragraph.

Use the Paragraph Flow Map for:
Native Americans
California
4 Regions of California
Ocean (Hello, Ocean by Pam Munoz Ryan as mentor text)
Character Traits
What Characters Say
What a Character Does
Anthology Summaries
Non-Fiction Close Reading Passages
Write: This passage is about

(Students should finish this written response)

Mini-Lesson #3-Organization Flow Map

Discuss your reading using a flow map. Each box should contain a detail about the topic. Use a Flow Map as an organizer. You may begin using transitional phrases for students to practice with.

Students should be able to recite the story to their shoulder partner using a blank flow map template. They should also elicit an opinion from their partner.

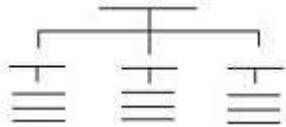
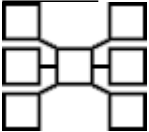
Sentence frames for opinion are as follows:

"The part I liked best was _____, because _____."

"The part I did not like was _____ because _____."

Teacher can generate a flow map on chart paper to have students give opinions about a piece of literature. The purpose is to understand the flow map using opinions and evidence from the text. Teachers should complete several flow maps with their students prior to releasing them independently.

Appendix 3

<p style="text-align: center;">Mini-Lesson #1-Main Idea</p> <p>Teacher displays a Circle map with the words “Main Idea” in the center of the small circle. Ask students what they know about “Main Idea” and record student responses in the outside circle. Display the following paragraph and have students determine if a sentence strays from the Main Idea.</p> <p>The firefighters stopped in front of the house and got their hoses. They squirted water on the fire and made sure everyone in the house was okay. It was a white and blue house with lots of flowers. They were so the firefighters finished fighting the fire and went back to the station. How could this paragraph be more clear?</p>	<p style="text-align: center;">Mini-Lesson #2-Circle Map-My Favorite Part/Character</p> <p>Draw words “My Favorite Part” in the center circle and ask students what their favorite part is. Add the details using arrows to the outside of the Circle Map. Students can quote directly from the text. Teachers will subsequently add in “My Favorite Character” to a circle map. Add evidence using an arrow outside of the circle map. In order for this exercise to be effective, teachers should do it many times, with several pieces of literature.</p>	<p style="text-align: center;">Mini-Lesson #3-Supporting Details-Tree Map</p> <p>Draw a Tree Map with the words “Story Parts” at the top. The branches should be “Characters”, “Setting”, “Problem” and “Solution.” After reading texts, students practice labeling the Tree Map with the characteristics of a story map. Circle favorite parts in one color.</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">Mini-Lesson #4-Five Media Questions</p> <p>Teachers provide reading material) Students practice using the 5 Media Questions after reading about each of the following historical events:</p> <ul style="list-style-type: none"> • Montgomery Bus Boycott • Ruby Bridges • 9/11 • Gold Rush • Columbia Space Shuttle • Challenger Space Shuttle 	<p style="text-align: center;">Mini-Lesson #5-Partial Multi-Flow</p> <p>Using a partial multi-flow, teachers will write a strong statement, or opinion about a character in the main box. The justifications or reasons for the opinion should be written on the boxes flowing into the opinion/reason. Use text as evidence. Ex: Mrs. Nelson was clever.</p> <div style="text-align: center;">  </div>	<p>Prior to 3rd Trimester benchmarks, teachers should carefully monitor student writing to teach the appropriate mini-lesson that corresponds to the area of greatest need. Mini-lessons will need to be repeated and reinforced for students to begin internalizing writing goals.</p>

Direct and Indirect Reflection Pictures & Sentence Frames



The men began to _____



The two men began _____



We all threw our hands up waiting for _____