

Grade 4

Writing Studio

Scope & Sequence





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Unit 1: Introducing Narrative Writing (8 Days)

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, and write collaboratively and independently. The unit culminates in a writing activity in which students draw on Unit 2, *Empires in the Middle Ages*, to compose narratives about someone watching a jousting match.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students write narratives about playing a game. [W.4.3]	Write a narrative about someone who is playing a game.	Align to CKLA Grade 4, Unit 2, Lesson 7
Lesson 2	Students use a story map to identify and describe the purpose and features of a narrative. [W.4.3]	Model: "Gabriel and the Unicorn"	Align to CKLA Grade 4, Unit 2, Lesson 8
Lesson 3	Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]	Compose a narrative about someone who watches a sporting event.	Align to CKLA Grade 4, Unit 2, Lesson 9
Lesson 4	Students collaborate to write narratives about a character who watches a sporting event. [W.4.3]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 2, Lesson 10
Lesson 5	Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9b]	Write a narrative about someone watching a jousting match.	Align to CKLA Grade 4, Unit 2, Lesson 11
Lesson 6	Students work collaboratively to plan a narrative about watching a jousting match. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 2, Lesson 12
Lesson 7	Students draft a narrative about watching a jousting match. [W.4.3, W.4.3a, W.4.3b, W.4.3e]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 2, Lesson 13
Lesson 8	Students add detail to a narrative about watching a jousting match. [W.4.3, W.4.3c, W.4.3d]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 2, Lesson 14

Unit 2: Introducing Informative Writing (8 Days)

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informational text and identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and write collaboratively and independently. The unit concludes with an extended writing activity in which students draw on Unit 3, *Poetry*, to write an informative text describing the elements of a poem.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students compose an informative essay describing the parts of a healthy meal. [W.4.2]	Think about good nutrition habits and write an informative essay that describes the parts of a healthy meal.	Align to CKLA Grade 4, Unit 3, Lesson 7
Lesson 2	Students identify and describe the purpose and features of an informative essay. [W.4.2]	Model: "Who's at the Top?"	Align to CKLA Grade 4, Unit 3, Lesson 8
Lesson 3	Students collaboratively plan an informative essay that describes the elements of a school day. [W.4.5]	Write an informative essay about the elements of a school day.	Align to CKLA Grade 4, Unit 3, Lesson 9
Lesson 4	Students collaborate to draft an informative essay that describes the elements of a school day. [W.4.2]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 3, Lesson 10
Lesson 5	Students gather information about the elements of a poem. [W.4.8, W.4.9, W.4.9a]	Write an informative essay that describes the elements of a poem.	Align to CKLA Grade 4, Unit 3, Lesson 11
Lesson 6	Students plan informative essays describing the elements of a poem. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 3, Lesson 12
Lesson 7	Students draft informative essays about the elements of a poem. [W.4.2, W.4.2a, W.4.2b]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 3, Lesson 13
Lesson 8	Students complete drafting informative essays about the elements of a poem by adding a conclusion, linking words, and details. [W.4.2, W.4.2c, W.4.2d, W.4.2e]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 3, Lesson 14

Unit 3: Introducing Opinion Writing (8 Days)

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and to identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, and write several different opinion pieces, culminating in an activity in which they draw on Unit 4, *Eureka! Student Inventor* to compose an essay identifying the most important invention.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students write an essay that expresses their opinion about the best grade in school. [W.4.1]	Write an opinion essay in which you explain what the best grade in school is.	Align to CKLA Grade 4, Unit 4, Lesson 3
Lesson 2	Students identify and describe the purpose and features of an opinion text. [W.4.1]	Model: "Healthy Habits, Part 1"	Align to CKLA Grade 4, Unit 4, Lesson 4
Lesson 3	Students use an essay map and collaborate to plan an opinion essay about the best inventor. [W.4.5]	Write an essay that identifies the best inventor you have encountered in <i>Eureka! Student Inventor</i> and explain your opinion about why this person is the best inventor.	Align to CKLA Grade 4, Unit 4, Lesson 5
Lesson 4	Students collaborate to compose an opinion essay about the best inventor. [W.4.1]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 4, Lesson 6
Lesson 5	Students gather information about an invention they use regularly. [W.4.8]	Write an essay that explains what you believe to be the best invention you use regularly.	Align to CKLA Grade 4, Unit 4, Lesson 7
Lesson 6	Students plan essays about the best invention they use regularly. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 4, Lesson 8
Lesson 7	Students draft body paragraphs of an essay about the best invention they use regularly. [W.4.1, W.4.1b, W.4.1c]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 4, Lesson 9
Lesson 8	Students continue drafting essays about the best invention they use regularly, focusing on introduction and conclusion. [W.4.1, W.4.1a, W.4.1d]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 4, Lesson 10

Unit 4: Developing Narrative Writing (8 Days)

This unit builds on students' knowledge of narrative writing, asking students to apply that knowledge in crafting more nuanced and diverse types of narratives. Students consider the myths they study in Unit 5, *Geology*, then synthesize their knowledge of myths and their purpose with their understanding of the natural world. The unit concludes with a writing activity in which students create myths that a population without much knowledge geology might use to explain the existence of ancient ocean fossils on Mount Everest. Then they revise these narratives into a final product.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students compose myths to explain a phenomenon in their school or community. [W.4.3]	Pick something that happens in your school or community that you believe needs a better explanation. Then write a myth that explains why this thing happens this way.	Align to CKLA Grade 4, Unit 5, Lesson 7
Lesson 2	Students plan myths explaining the discovery of ancient ocean fossils on Mount Everest. [W.4.5]	Pretend that you are a person in the 1950s who knows that fossils of ocean animals have been discovered on Mount Everest, and write a myth to explain how those fossils got there.	Align to CKLA Grade 4, Unit 5, Lesson 8
Lesson 3	Students introduce their characters and develop a description of the situation. [W.4.3, W.4.3a, W.4.3b, W.4.3d]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 5, Lesson 9
Lesson 4	Students develop the sequence of events, with inclusion of a cause and effect relationship between events and the fossils' location. [W.4.3, W.4.3c, W.4.3e]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 5, Lesson 10
Lesson 5	Students share their myths with peers, offering and receiving feedback. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 5, Lesson 11
Lesson 6	Students respond to peer feedback by revising and composing a clean copy of their myths. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 5, Lesson 12

	Primary Focus	Writing	Recommended Pacing
Lesson 7	Students collaborate to perform and record their myths for an audience. [W.4.6]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 5, Lesson 13
Lesson 8	Students collaborate to perform and publish their performances of myths explaining how ancient ocean fossils came to Mount Everest. [W.4.6]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 5, Lesson 14

Unit 5: Developing Informative Writing (8 Days)

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informative texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Unit 6, *Contemporary Fiction*. Students use their understanding of this domain to craft informative texts that summarize one of the vignettes they have read from *The House on Mango Street*.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students identify and describe the purpose and features of a summary. [W.4.2]	Model: "Summary of 'My Name'"	Align to CKLA Grade 4, Unit 6, Lesson 5
Lesson 2	Students gather information from the text to be summarized. [W.4.7, W.4.8]	Write a summary of Vignette 1 from <i>Writer's Journal: Contemporary Fiction</i> .	Align to CKLA Grade 4, Unit 6, Lesson 6
Lesson 3	Students gather information from the text to be summarized. [W.4.7, W.4.8]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 6, Lesson 7
Lesson 4	Students plan summaries of "The House on Mango Street," Vignette 1 of <i>Writer's Journal: Contemporary Fiction</i> . [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 6, Lesson 8
Lesson 5	Students draft introductions to their summaries. [W.4.2, W.4.2a, W.4.9, W.4.9a]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 6, Lesson 9
Lesson 6	Students draft body paragraphs of their summaries, using specific vocabulary and linking words. [W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.9, W.4.9a]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 6, Lesson 10
Lesson 7	Students draft conclusions to their summaries. [W.4.2, W.4.2b, W.4.2e, W.4.9, W.4.9a]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 6, Lesson 11
Lesson 8	Students use keyboarding techniques to produce a final, publishable copy of their summaries. [W.4.6]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 6, Lesson 12

Unit 6: Developing Opinion Writing (8 Days)

In the final unit expressly devoted to opinion writing, students continue to develop their understanding of and ability to craft persuasive texts. Using extensive scaffolding, this unit guides students through a review of content knowledge, then draws on the work they have already done in Unit 7, *American Revolution*. Students use their understanding of the revolution to compose opinion pieces explaining how they would have reacted to the events of 1776.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students compose opinion paragraphs about whether or not they would have participated in the Boston Tea Party. [W.4.1]	Write about whether or not you would have participated in the Boston Tea Party if you were an American colonist.	Align to CKLA Grade 4, Unit 7, Lesson 6
Lesson 2	Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to participate or not to participate in the Boston Tea Party. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 7, Lesson 7
Lesson 3	Students gather research for an opinion piece about which side they would have taken in the American Revolution. [W.4.7, W.4.8]	Imagine you were an American colonist in the 1770s and write an opinion essay about whether you would be a loyalist or a patriot.	Align to CKLA Grade 4, Unit 7, Lesson 8
Lesson 4	Students gather research for an opinion piece about which side they would have taken in the American Revolution. [W.4.7, W.4.8]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 7, Lesson 9
Lesson 5	Students use an essay map to plan an essay about whether they would have been patriots or loyalists during the American Revolution. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 7, Lesson 10
Lesson 6	Students draft opinion pieces about whether they would have been patriots or loyalists during the American Revolution. [W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 7, Lesson 11
Lesson 7	Students give feedback on a peer's essay. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 7, Lesson 12
Lesson 8	Students revise their essays in response to feedback. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 7, Lesson 13

Unit 7: Purposeful Writing (8 Days)

Grade 4 Writing Studio culminates in a unit that presents students with an authentic writing opportunity. Students draw on their knowledge of Unit 8, *Treasure Island*, to imagine they are part of the company that sells *Treasure Island*, and they have been asked to write something that will make new audiences interested in reading the book. Students select one of the three previously studied text types to compose their final piece of writing, which they will share with each other in a finished, publishable form.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students review the writing text types and describe which one works best for a specific purpose and audience. [W.4.5]	Describe the characteristics of each text type.	Align to CKLA Grade 4, Unit 8, Lesson 8
Lesson 2	Students determine which text type to use to interest new audiences in <i>Treasure Island</i> . [W.4.5]	Compose a piece of writing that will make other readers interested in <i>Treasure Island</i> .	Align to CKLA Grade 4, Unit 8, Lesson 9
Lesson 3	Students plan their writing. [W.4.5]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 8, Lesson 10
Lesson 4	Students draft introductions to their writing. [W.4.4]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 8, Lesson 11
Lesson 5	Students draft body paragraphs of their writing. [W.4.4]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 8, Lesson 12
Lesson 6	Students draft conclusions to their writing. [W.4.4]	Builds on previous lesson.	Align to CKLA Grade 4, Unit 8, Lesson 13
Lesson 7	Students use keyboarding techniques to produce a final, publishable copy of their writing. [W.4.6]	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 14
Lesson 8	Students publish their work. [W.4.6]	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 15