

New Paltz Central School District
Writing
Fourth Grade

Time	Essential Questions/Content	Standards/Skills	Assessments
September	<p><u>Unit 1: Launching the Writer's Workshop</u></p> <ul style="list-style-type: none"> • Why do writers write? • What does a writers' workshop look like? <p>-----</p> <ul style="list-style-type: none"> • Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences. 	<ul style="list-style-type: none"> • Establish routines and procedures. • Develop an understanding of the writing process. • Build speed and stamina. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> • Common Baseline Writing Assessment • Personal narratives • Teacher observation/ writing conferences
October	<p><u>Unit 2: Personal Narrative</u></p> <ul style="list-style-type: none"> • How do I turn a personal experience into a story? • How do I use detail to stretch out my ideas? <p>-----</p> <ul style="list-style-type: none"> • Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences. 	<ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> • Personal narratives • Teacher observation/ writing conferences

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November	<p><u>Unit 3: Realistic Fiction</u></p> <ul style="list-style-type: none"> • What's the difference between realistic fiction and fantasy? • How do I develop believable characters? <p>-----</p> <ul style="list-style-type: none"> • Write narratives to develop imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Develop story structure/plot outline. • Develop characters. • Write leads. 	<ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. • Use correct capitalization. • Use commas and quotation marks to mark direct speech. • Spell grade-appropriate words correctly, consulting references as needed. • Choose punctuation for effect. 	<ul style="list-style-type: none"> • Fictional picture book • Teacher observation/ writing conferences
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December - January	<p><u>Unit 4: Opinion Writing</u></p> <ul style="list-style-type: none"> What is the difference between a fact and an opinion? How do we convince people of our ideas through writing? <p>-----</p> <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Demonstrate command of the conventions of standard English grammar and usage when writing. Use knowledge of language and its conventions when writing. Structure an essay. 	<ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). Provide a concluding statement or section related to the opinion presented. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>). Choose words and phrases to convey ideas precisely. 	<ul style="list-style-type: none"> Persuasive essay Podcast Teacher observation/ writing conferences

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January - February	<p><u>Unit 5: Informational Writing</u></p> <ul style="list-style-type: none"> • What motivates writers to write nonfiction? • How do you present information in a way that engages your reader? • How does research drive your writing? <p>-----</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Research to build and present knowledge. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • Nonfiction picture book • Teacher observation/writing conferences
February - March	<p><u>Unit 6: Literary Essay</u></p> <ul style="list-style-type: none"> • How do I write a literary essay? • How do I respond to a question thoroughly? • How do I use evidence from the text to help me elaborate my response? <p>-----</p> <ul style="list-style-type: none"> • Write pieces on texts, supporting a point of view with reasons. 	<ul style="list-style-type: none"> • Introduce a text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Use a variety of transitional words and phrases. • Develop speed and stamina in timed essays. 	<ul style="list-style-type: none"> • Literary essays • Teacher observation/writing conferences

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	<ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis and reflection. Structure various types of essays. 		
April	<p><u>Unit 7: Poetry</u></p> <ul style="list-style-type: none"> How is poetry different from narrative? <p>-----</p> <ul style="list-style-type: none"> Language/imagery Verse, rhythm, meter, tone, mood 	<ul style="list-style-type: none"> Create and present a poem. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> Common Interim Writing Assessment Poetry anthology Teacher observation/ writing conferences
May - June	<p><u>Unit 8: Informational Writing</u></p> <ul style="list-style-type: none"> How can I share what I have learned through writing? <p>-----</p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Organizing information Note taking Text features Paragraphing 	<ul style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Informational report/essay Oral presentation Teacher observation/ writing conferences

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		<ul style="list-style-type: none">• Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.• Report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.• Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	