



Diocese of Greensburg Curriculum
Writing Grade 4

Unit	Standards	Content	Skills
<p>The Writing Process</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 4</p> <hr/> <p>Writing</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Apply the steps of the writing process while working on a sample writing piece <ul style="list-style-type: none"> ○ Brainstorm/prewrite(determine purpose and goals, organize thoughts and ideas) ○ Draft (compose composition) ○ Edit (find problems and correct for grammar and conventions) ○ Revise (correct errors or problems) ○ Publish (share final copy) • Draw on personal experience/prior knowledge • Stay on topic • Write for their audience • Write with interest to hold reader's attention • Write clear introductions • Use details in writing • Use a variety of transitional words (introduce) • Vary sentence format • Utilize paragraph structure correctly • Apply appropriate conventions of grammar in writing • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing • Publish a finished writing piece

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<p>Respond to Text)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 4</p> <hr/> <p>Reading: Literature 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Restate the question • Use details to support written work • Keep information and ideas relevant to topic • Make logical transitions • Write clear introduction and conclusion • Write to get the attention of the audience • Edit for grammar and conventions • Vary sentence format • Establish a purpose for writing • Use precise vocabulary • Draw on personal experience • Begin to use consistent verb tense • Research and find evidence to support their topic

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<p>Narrative</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 4</p> <hr/> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Narrative writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create a narrative writing piece • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion • write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Begin to use consistent tense • Incorporate figurative language • Use "Show Don't Tell" strategies • Experiment with different forms of narratives

Unit	Standards	Content	Skills
<p>Research</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 4</p> <hr/> <p>Writing</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Research reports • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write a research report • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Begin to use consistent verb tense • Research and find evidence to support their topic • Do a basic source citation (title, author, year)

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	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Expository (Informative/Explanatory)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 4</p> <hr/> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a. 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.</p> <p>W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<ul style="list-style-type: none"> • Expository writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create an informative writing piece • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience when creating a writing piece • Begin to use consistent tense • Compare and contrast a topic • Explain the effects of a given cause • Write the cause of given effects • Use data to enhance their writing • Use precise vocabulary • Use text reference

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	<p>W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Persuasive (Opinion, Argument)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 4</p> <hr/> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • Persuasive writing • Writing Mechanics • Conventions of standard English Grammar 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create a persuasive writing piece • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain voice or tone

Unit	Standards	Content	Skills
	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1a. 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.</p> <p>W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1d. Provide a concluding statement or section related to the opinion presented.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme 	<ul style="list-style-type: none"> • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Begin to use consistent tense • Support opinion with text evidence • Use persuasive techniques to reach different audiences

