

Grade 4 Writing					
Notes	Resources	GR & W -Guiding Readers & Writers SUTW -Step up to Writing SF -Scott Foresman Basal WJ -Word Journeys	TFDC -Teaching for Deep Comprehension STW -Strategies That Work SYW -Scaffolding Young Writers	BWTL -Bringing Words to Life HME -Houghton Mifflin English	
Enduring Understandings:					
1. Students employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes. 2. Students use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge. 3. Students develop an understanding and respect for linguistic diversity and use their first language to develop competency in the English language arts and content across the curriculum.					
Essential Question: When and why do I write? Essential Question: How will prewriting strategies help me organize my thoughts for writing? Essential Question: How can drafting help me get my thoughts from prewriting on paper? Essential Question: How can I share my writing with others?					
Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
FIRST NINE WEEKS - WRITING August 17-Oct. 14, 2011					
Module 1: Sept. 27- Explanatory					
Essential Question: How can I create different genres of writing?					
Essential Question: How can editing and revising my draft improve my writing?					
Unit 1	W.5.4.2 Write to define, clarify, develop ideas, and express creativity	Write to define, clarify, develop ideas, and express creativity SYNTHESIS	*determine different purposes *determine audiences *determine appropriate format for the audience and purpose *create writing appropriate to the purpose and audience	define clarify develop ideas purpose creativity	Writing Workshop Bk Craft Lessons Bk GR&W Bk

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.5.4.4 Write daily	Write daily. APPLICATION	*write daily in all content areas		Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.5 Write informational text of at least three paragraphs on one topic using three sources of information	Write informational text of at least three paragraphs on one topic using three sources of information SYNTHESIS	*determine topic *determine appropriate research sources *employ note-taking skills *differentiate between relevant and irrelevant information *organize information *compose a draft organizing into three paragraphs	source informational text paragraph	Writing Workshop Bk Craft Lessons Bk GR&W
	W.5.4.6 Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	A. Write complex narrative compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion B. Write complex descriptive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion C. Write complex expository compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion D. Write complex persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion SYNTHESIS	a. <u>recognize text structure of narrative</u> writing -compose narrative writing that contains topic sentences, concrete sensory supporting details and a logical conclusion b. recognize text structure of descriptive writing -compose descriptive writing that contains topic sentences, concrete sensory supporting details and a logical conclusion c. recognize text structure of expository writing -compose expository writing that contains topic sentences, concrete sensory supporting details and a logical conclusion d. recognize text structure of persuasive writing -compose persuasive writing that contains topic sentences, concrete sensory supporting details and a logical conclusion	topic sentence supporting details conclusion narrative descriptive expository persuasive	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specified prompt within a given time frame SYNTHESIS	*examine the prompt to identify purpose, audience and format *determine key words and phrases *develop a plan for writing *consider the time restraint to pace completion of writing piece *compose piece of writing to respond to the prompt	prompt write on demand compose examine	TLI Assessments Benchmark writing practice

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.4.4.2 Focus on one aspect of a topic	Determine or identify one aspect of the topic COMPREHENSION	determine a topic, use details to support one aspect of the topic	aspect support	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.6.4.2 Eliminate run-on sentences	Eliminate run-on sentences EVALUATION	*define run-on *revise run-on sentences using knowledge of simple, complex, and compound sentences to eliminate errors	run-on sentence fragment complete sentence	HME- pgs 30-31, 35, 45, 95, 219 Daily Oral Language/D in B
	W.6.4.9 Use the articles a, an and the correctly	Utilize the articles a, an and the correctly APPLICATION	*define consonants and vowels *illustrate knowledge of rules for using articles *demonstrate appropriate use of articles a, an, and the in a piece of writing	article consonants vowels	HME- pgs 207, 216, 221, 226, 397, 479
	W.6.4.13 Demonstrate accurate use of capital letters	Demonstrate accurate use of capital letters APPLICATION	*recognize correct use of capital letters in text *demonstrate the use of capital letters in writing	capital letter text	HME-pgs 475-482
	W.6.4.21 Indicate paragraphs using indentation or block style	Demonstrate correct paragraph structure using indentation or block style APPLICATION	*define paragraph structure *define indentation style *define block style *demonstrate in writing the use of indentation and block style	indention block style paragraph	SF- pgs 115d, 167d, 211d, 231d, 249c-d, 303c-d, 365c-d, 555d, 665d HME p 118
	W.7.4.1 Engage the reader by developing a lead and a sense of closure	Develop a lead and a sense of closure that will engage the reader SYNTHESIS	*define a lead *define closure *recognize effective leads in text *recognize effective closure in text *demonstrate understanding of leads and sense of closure through writing	lead closure conclusion	SUTW HME Unit 6 pgs 186-187
	W.7.4.2 Use logical sequence	Demonstrate use of logical sequence in piece of writing APPLICATION	*define sequencing *recognize logical sequence in text *demonstrate understanding of a piece that is logically sequenced through writing	sequence	SF - pg 33 narrative stories "Children of Clay" pgs 630-647
	W.7.4.5 Use diagrams, charts, or illustrations appropriate to the text	Demonstrate ability to use diagrams, charts, or illustrations appropriate to the purpose for writing APPLICATION	*recognize diagrams, charts, and illustrations *utilize the information from diagram, charts, and illustrations to develop personal style and voice *identify the purpose for writing *demonstrate ability to use diagrams, charts, or illustrations appropriate to the purpose for writing in a written piece	diagrams charts illustrations	SF- pgs 43a&b, 69a&b, 95a&b, 115a&b, 135a&b

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.4.4.3 Select relevant information from a variety of sources	Select relevant information from a variety of sources ANALYSIS	*select purposeful details that support central idea *use a variety of sources to determine relevant information	relevant information purposeful details	Benchmark released items TLI Quiz Builder
	W.4.4.4 Use available technology to collect information for writing	Use available technology to collect information for writing APPLICATION	*identify available technology *choose technology appropriate for the purpose *collect information from various technology sources	technology	computer lab Internet Promethean Board
	W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text SYNTHESIS	*categorize ideas *identify main ideas and details *demonstrate knowledge of paragraph structure *compose a draft with more than one paragraph	draft paragraph categorize paragraph structure	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.6 Create an introduction that hooks the reader	Create an introduction that hooks the reader SYNTHESIS	*identify an effective introduction in text (W.4.3.7) *create an appropriate introduction for the writing	introduction hook	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.7 Write several related paragraphs on the same topic	Write several related paragraphs on the same topic SYNTHESIS	*define topic *identify main idea and details *compose related paragraphs on the same topic	paragraph topic main idea detail	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.11 Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences EVALUATION	*based on peer responses and teacher conferences, revise to assure that the writing contains -clarity -focus on central idea -precise word choice and sentence variety -elaboration of central idea	feedback style content supportive ideas teacher conferences peer responses/revision coherence	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.13 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist APPLICATION	*edit writing for -spelling -proper grammar -punctuation -capitalization -complete sentence -sentence structure		Daily Oral Language Drops in the Bucket

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	IR.12.4.5 Use text formats and organizing tools as an aid in constructing meaning	Use text formats and organizing tools as an aid in constructing meaning APPLICATION	*refer to R.10.4.9 *identify text features (e.g., heading, subheadings, captions, italics, bold, etc.) *apply use of text features to construct meaning from text	heading sub heading caption italics bold	SF- pgs 41, 43, 43i, 628, 633, 681, 708
	W.6.4.18 Use a comma before a conjunction in a compound sentence	Demonstrate the correct use of a comma before a conjunction in a compound sentence in writing APPLICATION	*define a conjunction *define a compound sentence *demonstrate the correct use of a comma before a conjunction in a compound sentence in student's writing	conjunction compound sentence comma	HME - pgs 35, 43, 94, 218, 226-227, 396, 478
	W.6.4.3 Create sentences with compound subjects, verbs, and objects	Create sentences with compound subjects, verbs, and objects SYNTHESIS	*define compound subjects, verbs, and objects *combine subjects, verbs, and objects to create sentences that contain compound subjects, verbs, and objects	compound subjects compound verbs compound objects	HME-pgs 28-29, 35, 44, 94, 218, 396, 445-446
	W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly	Demonstrate use of conventional spelling by spelling most words correctly APPLICATION	*spell high-frequency words *spell multisyllabic words correctly in their writing using phonics, chunking, visual patterns, related words, etc.		SF spelling <u>WJ</u>
Essential Question: How do I respond to writing? (peer conferences, teacher/student conferences, rubrics)					
	W.7.4.7 Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas EVALUATION	*define components of effective writing (clarity, coherence, logical order, elaboration, support of ideas) *rehearse appropriate dialogue of peer responses *express responses and ideas using effective communication skills *demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas *apply feedback to revise drafts	clarity coherence logical order/ sequence elaboration support of ideas/ proof	HME-pgs 7-8, 65-66, 125-126, 193-194, 249-250, 311-312, 373-374

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.7.4.8 Identify the most effective features of a piece of writing using criteria generated by the teacher or class	Identify the most effective features of a piece of writing using criteria generated by the teacher or class COMPREHENSION	*define effective features of a piece of writing such as precise verbs, vivid adjectives, sentence variety, tone, good leads, strong conclusion, figurative language *explain what makes each effective *recognize familiar features of effective writing *demonstrate use of effective features of a piece of writing through their writing	features of effective writing precise verbs vivid adjectives strong verbs sentence variety tone good leads strong conclusion figurative language	teacher modeling student pieces benchmark samples with class critique
Unit 2	W.4.4.10 Revise writing to utilize elements of style, including word choice and sentence variation	Revise writing to utilize elements of style, including word choice and sentence variation EVALUATION	*list and define the elements of style: word choice and sentence variation *revise to assure that the writing contains -precise vocabulary according to purpose and audience -words that create images for the reader -sentences with varying lengths and begin	revise word choice style sentence variation precise elaboration	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.11 Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences EVALUATION	*based on peer responses and teacher conferences, revise to assure that the writing contains -clarity -focus on central idea -precise word choice and sentence variety -elaboration of central idea	feedback style content supportive ideas teacher conferences peer responses/revision	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)	Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.) EVALUATION	*polish approximately ten pieces (to 4th grade expectations) throughout the year (i.e., longer compositions, more descriptive passages, etc.)	polish writing process publish	TLI Interim assessments writing portfolios content list
	W.4.4.15 Use available technology for publishing	Use available technology for publishing APPLICATION	*locate technological resources *demonstrate proper use of technology	publishing	computer lab computer class
	W.4.4.16 Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats	Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats EVALUATION	*differentiate between various genres, audiences, purposes, and formats *survey own writing in order to select writing that demonstrates best work	genre mystery fiction audience purpose format	journal pieces TLI Interim writing prompt magnet theme writing assigned writings for portfolio

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.5.4.3 Record reactions to personal and school-related experiences	Record reactions to personal and school-related experiences KNOWLEDGE	*connect to a prior experience *write a response to the experience	reaction personal experience school-related experience	HME-Unit 2&6 journals teacher prompt
	W.6.4.15 Use apostrophe with plural possessives	Demonstrate the correct use of apostrophe with plural possessives APPLICATION	*differentiate between plural and singular *recognize possessive *demonstrate the correct use of apostrophe with plural possessives through writing	apostrophe plural possessive	HME - pgs 86-87, 88-89, 93, 95, 102-103, 219, 397
	W.7.4.6 Use purposeful vocabulary	Demonstrate the ability to use purposeful (specific, precise word choice) vocabulary APPLICATION	*define purposeful vocabulary *practice use of vocabulary through explicit teacher directed lessons *demonstrate ability to transfer knowledge of vocabulary to create a piece with purposeful vocabulary	purposeful vocabulary	SF vocabulary with each story

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
SECOND NINE WEEKS - WRITING Oct. 17-Dec. 16, 2011					
Module 2: Nov. 8- Opinion					
Essential Question: How can editing and revising my draft improve my writing?					
Essential Question: How can I create different genres of writing?					
Unit 2	W.5.4.7 Write free verse and limericks	Write free verse and limericks SYNTHESIS	*recognize elements of free verse and limericks *identify through reading examples of free verse and limericks in text *write free verse and limericks	free verse limerick	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.1 Write for a general audience (i.e., newspaper and website, etc.)	Write for a general audience (i.e., newspaper and website, etc.) SYNTHESIS	*explain purpose for writing *determine specific audience *select appropriate format	audience purpose format	Writing Workshop Bk Craft Lessons Bk GR&W
	W.5.4.2 Write to define, clarify, develop ideas, and express creativity	Write to define, clarify, develop ideas, and express creativity SYNTHESIS	*determine different purposes *determine audiences *determine appropriate format for the audience and purpose *create writing appropriate to the purpose and audience	define clarify develop ideas purpose creativity	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.4 Write daily	Write daily. APPLICATION	*write daily in all content areas		Writing Workshop Bk Craft Lessons Bk GR&W Bk

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.5.4.6 Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	A. Write complex narrative compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion B. Write complex descriptive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion C. Write complex expository compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion D. Write complex persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion SYNTHESIS	a. recognize text structure of narrative writing -compose narrative writing that contains topic sentences, concrete sensory supporting details and a logical conclusion b. recognize text structure of descriptive writing -compose descriptive writing that contains topic sentences, concrete sensory supporting details and a logical conclusion c. recognize text structure of expository writing -compose expository writing that contains topic sentences, concrete sensory supporting details and a logical conclusion d. recognize text structure of persuasive writing -compose persuasive writing that contains topic sentences, concrete sensory supporting details and a logical conclusion	topic sentence supporting details conclusion narrative descriptive expository persuasive	Writing Workshop Bk Craft Lessons Bk GR&W
	W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text SYNTHESIS	*categorize ideas *identify main ideas and details *demonstrate knowledge of paragraph structure *compose a draft with more than one paragraph	draft paragraph categorize paragraph structure	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.7 Write several related paragraphs on the same topic	Write several related paragraphs on the same topic SYNTHESIS	*define topic *identify main idea and details *compose related paragraphs on the same topic	paragraph topic main idea detail	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.7.4.2 Use logical sequence	Demonstrate use of logical sequence in piece of writing APPLICATION	*define sequencing *recognize logical sequence in text *demonstrate understanding of a piece that is logically sequenced through writing	sequence	SF - pg 33 narrative stories "Children of Clay" pgs 630-647
	W.4.4.8 Develop strong closure	Develop strong closure SYNTHESIS	*identify effective closure in text *create an appropriate closure for the writing	closure	Writing Workshop Bk Craft Lesson Bk GR&W Bk

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.6.4.5 Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech	Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech APPLICATION	*recognize parts of speech (pronouns) *recognize subject-verb agreement *recognize referents *determine if subjects and verbs agree *write using standard English usage	subject verb agreement pronoun referents parts of speech (noun, verb, adjective, adverb, pronoun, preposition)	HME-subject /verb agreement pgs- 142-143, 158, 165, 220, 397 pronouns- pg 340 parts of speech- Unit 3 nouns- Unit 5 verbs- Unit 7 pronouns-Unit 11 adverbs- Unit 13
	W.6.4.8 Eliminate double negatives	Detect and eliminate double negatives ANALYSIS	*recognize a negative word in text *determine if a sentence has a double negative *revise the writing to eliminate the double negatives	double negative	HME-pgs 390-391, 395, 399, 405, 481
	W.6.4.16 Use quotation marks and commas with dialogue	Demonstrate the ability to correctly use quotation marks and commas with dialogue in writing SYNTHESIS	*define quotation marks *recognize use of quotation marks and commas in dialogue *demonstrate the correct use of quotations marks and commas with dialogue in writing	quotation marks commas dialogue	HME pgs 272, 274
	W.6.4.14 Capitalize dialogue	Demonstrate the ability to capitalize dialogue correctly APPLICATION	*define dialogue *recognize dialogue in text *recognize use of capitalization in dialogue *compose writing with dialogue using appropriate capitalization	dialogue	HME pgs 272, 274
	W.6.4.20 Format writing appropriately according to audience, purpose, and form	Format writing appropriately according to audience, purpose, and form ANALYSIS	*define various audiences, purposes *define forms *identify audience, purpose and form in order to select appropriate format *demonstrate the ability to format writing according to appropriate audience, purpose and form through student's writing	audience purpose form	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.6.4.7 Include prepositional phrases in writing	Incorporate prepositional phrases in writing APPLICATION	*recognize prepositions *recognize prepositional phrases *determine appropriate placement of prepositional phrases *demonstrate ability to include prepositional phrases in writing	prepositional phrase	Preppy Puppet (Ms. Pennington @ FV) Bear Hunt-song Over the mountain-song

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.6.4.1 Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.)	Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.) APPLICATION	*demonstrate knowledge of components of simple sentences *demonstrate knowledge of compound sentences *demonstrate knowledge of complex sentence *differentiate between simple, compound, and complex sentences *utilize a variety of sentences in written compositions	simple sentence compound sentence complex sentence	HME- pgs 16, 17, 34, 38, 94, 218, 396 HME-pgs 26-27, 35, 43, 94, 218, 396, 478 SF- Grammar Handbook
Unit 3	W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)	Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.) EVALUATION	*polish approximately ten pieces (to 4th grade expectations) throughout the year (i.e., longer compositions, more descriptive passages, etc.)	polish writing process publish	TLI Interim assessments writing portfolios content list
	W.4.4.15 Use available technology for publishing	Use available technology for publishing APPLICATION	*locate technological resources *demonstrate proper use of technology	publishing	computer lab computer class
	W.4.4.16 Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats	Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats EVALUATION	*differentiate between various genres, audiences, purposes, and formats *survey own writing in order to select writing that demonstrates best work	genre mystery fiction audience purpose format	journal pieces TLI Interim writing prompt magnet theme writing assigned writings for portfolio
	W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly	Demonstrate use of conventional spelling by spelling most words correctly APPLICATION	*spell high-frequency words *spell multisyllabic words correctly in their writing using phonics, chunking, visual patterns, related words, etc.		SF spelling <u>WJ</u>
	W.4.4.13 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist APPLICATION	*edit writing for -spelling -proper grammar -punctuation -capitalization -complete sentence -sentence structure		Daily Oral Language Drops in the Bucket

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.4.4.10 Revise writing to utilize elements of style, including word choice and sentence variation	Revise writing to utilize elements of style, including word choice and sentence variation EVALUATION	*list and define the elements of style: word choice and sentence variation *revise to assure that the writing contains -precise vocabulary according to purpose and audience -words that create images for the reader -sentences with varying lengths and begin	revise word choice style sentence variation precise elaboration	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.11 Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences EVALUATION	*based on peer responses and teacher conferences, revise to assure that the writing contains -clarity -focus on central idea -precise word choice and sentence variety -elaboration of central idea	feedback style content supportive ideas teacher conferences peer responses/revision coherence	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specified prompt within a given time frame SYNTHESIS	*examine the prompt to identify purpose, audience and format *determine key words and phrases *develop a plan for writing *consider the time restraint to pace completion of writing piece *compose piece of writing to respond to the prompt	prompt write on demand compose examine	TLI Assessments Benchmark writing practice

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Essential Question: How do I respond to writing? (peer conferences, teacher/student conferences, rubrics)					
	W.5.4.3 Record reactions to personal and school-related experiences	Record reactions to personal and school-related experiences KNOWLEDGE	*connect to a prior experience *write a response to the experience	reaction personal experience school-related experience	HME-Unit 2&6 journals teacher prompt
	W.7.4.7 Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas EVALUATION	*define components of effective writing (clarity, coherence, logical order, elaboration, support of ideas) *rehearse appropriate dialogue of peer responses *express responses and ideas using effective communication skills *demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas *apply feedback to revise drafts	clarity coherence logical order/ sequence elaboration support of ideas/ proof	HME-pgs 7-8, 65-66, 125-126, 193-194, 249-250, 311-312, 373-374
	W.6.4.6 Maintain appropriate tense throughout text	Demonstrate ability to maintain appropriate tense throughout text APPLICATION	*explain the three verb tenses *recognize tenses in text *compose piece of writing that maintains appropriate tense throughout	verb tense	HME- pgs 140, 142, 144, 146, 148
	W.6.4.17 Use commas to set off a person's name in a sentence, when appropriate	Demonstrate use of commas in writing to set off a person's name in a sentence, when appropriate, such as appositives and direct address APPLICATION	*define appositive *define direct address *demonstrate the correct use of commas to set off a person's name in student's writing	comma appositive direct address	HME 479
	W.7.4.3 Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing	Demonstrate the use of such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing APPLICATION	*define action verbs *define specific nouns *define vivid adjectives *define adverbs *recognize action verbs in text *recognize specific nouns in text *recognize vivid adjectives in text *recognize adverbs in text *demonstrate the ability to use descriptive language in a piece of writing	descriptive language action verbs specific nouns vivid adjectives adverbs	HME Unit 8 - description pgs 244-245 adverbs pgs 386-387

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.7.4.4 Describe characters and setting	Demonstrate the ability to describe character and setting in writing APPLICATION	*define setting *define characters *identify character traits *identify changes in setting *demonstrate the ability to describe character and setting in a written piece	characters setting	SF - Unit 1- character, setting pgs 20-38

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	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
THIRD NINE WEEKS - WRITING Jan.3- March 9, 2012					
Module 3: Jan. 24- Narrative Story Starter & Module 4: March 13- Narrative/Personal					
Essential Question: How can editing and revising my draft improve my writing?					
Essential Question: How can I respond to texts in a variety of ways?					
Unit 3 & Unit 4	W.4.4.3 Select relevant information from a variety of sources	Select relevant information from a variety of sources ANALYSIS	*select purposeful details that support central idea *use a variety of sources to determine relevant information	relevant information purposeful details	Benchmark released items TLI Quiz Builder
	W.4.4.4 Use available technology to collect information for writing	Use available technology to collect information for writing APPLICATION	*identify available technology *choose technology appropriate for the purpose *collect information from various technology sources	technology	computer lab Internet Promethean Board
	W.4.4.9 Draft information collected during reading and/or research into writing	Draft information collected during reading and/or research into writing SYNTHESIS	*determine important ideas in a selection *organize information appropriately *compose a draft demonstrating the ability to paraphrase	research paraphrase	SF- pgs 17, 31, 177, 187, 221, 361, 697
	W.5.4.2 Write to define, clarify, develop ideas, and express creativity	Write to define, clarify, develop ideas, and express creativity SYNTHESIS	*determine different purposes *determine audiences *determine appropriate format for the audience and purpose *create writing appropriate to the purpose and audience	define clarify develop ideas purpose creativity	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.6.4.4 Embed subordinating ideas in sentences (i.e., prepositional structures and infinitives, etc.)	Insert subordinating ideas in sentences (i.e., prepositional structures and infinitives - "to have, to hold", etc.) APPLICATION	*recognize parts of speech *recognize prepositions *recognize prepositional phrases and infinitives ("to have", "to hold") *compose prepositional phrases and infinitives to include within sentences *determine appropriate placement of the prepositional phrase and/or infinitives within sentences *create own sentences using prepositional phrases and/or infinitives	subordinating ideas prepositions prepositional phrases infinitives	Daily Oral Language

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.6.4.18 Use a comma before a conjunction in a compound sentence	Demonstrate the correct use of a comma before a conjunction in a compound sentence in writing APPLICATION	*define a conjunction *define a compound sentence *demonstrate the correct use of a comma before a conjunction in a compound sentence in student's writing	conjunction compound sentence comma	HME - pgs 35, 43, 94, 218, 226-227, 396, 478
	W.7.4.6 Use purposeful vocabulary	Demonstrate the ability to use purposeful (specific, precise word choice) vocabulary APPLICATION	*define purposeful vocabulary *practice use of vocabulary through explicit teacher directed lessons *demonstrate ability to transfer knowledge of vocabulary to create a piece with purposeful vocabulary	purposeful vocabulary	SF vocabulary with each story
	W.6.4.3 Create sentences with compound subjects, verbs, and objects	Create sentences with compound subjects, verbs, and objects SYNTHESIS	*define compound subjects, verbs, and objects *combine subjects, verbs, and objects to create sentences that contain compound subjects, verbs, and objects	compound subjects compound verbs compound objects	HME-pgs 28-29. 35, 44, 94, 218, 396, 445-446
	W.6.4.1 Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.)	Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.) APPLICATION	*demonstrate knowledge of components of simple sentences *demonstrate knowledge of compound sentences *demonstrate knowledge of complex sentence *differentiate between simple, compound, and complex sentences *utilize a variety of sentences in written compositions	simple sentence compound sentence complex sentence	HME- pgs 16, 17, 34, 38, 94, 218, 396 HME-pgs 26-27, 35, 43, 94, 218, 396, 478 SF- Grammar Handbook
	W.6.4.19 Use a comma with an introductory dependent clause	Demonstrate the use of a comma with an introductory dependent clause in writing APPLICATION	*define a comma *define introductory dependent clause *recognize introductory depended clause in text *demonstrate the ability to correctly use of a comma with an introductory dependent clause in student's writing	introductory dependent clause	Daily Oral Language
	W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text SYNTHESIS	*categorize ideas *identify main ideas and details *demonstrate knowledge of paragraph structure *compose a draft with more than one paragraph	draft paragraph categorize paragraph structure	Writing Workshop Bk Craft Lessons Bk GR&W Bk

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)	Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.) EVALUATION	*polish approximately ten pieces (to 4th grade expectations) throughout the year (i.e., longer compositions, more descriptive passages, etc.)	polish writing process publish	TLI Interim assessments writing portfolios content list
	W.4.4.15 Use available technology for publishing	Use available technology for publishing APPLICATION	*locate technological resources *demonstrate proper use of technology	publishing	computer lab computer class
	W.4.4.16 Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats	Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats EVALUATION	*differentiate between various genres, audiences, purposes, and formats *survey own writing in order to select writing that demonstrates best work	genre mystery fiction audience purpose format	journal pieces TLI Interim writing prompt magnet theme writing assigned writings for portfolio
	W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly	Demonstrate use of conventional spelling by spelling most words correctly APPLICATION	*spell high-frequency words *spell multisyllabic words correctly in their writing using phonics, chunking, visual patterns, related words, etc.		SF spelling <u>WJ</u>
	W.6.4.11 Use syllable juncture patterns to write multi-syllabic words (i.e., dropping final e, doubling consonants, and open and closed syllables)	Use syllable juncture patterns to write multi-syllabic words (i.e., dropping final e, doubling consonants, and open and closed syllables) APPLICATION	*define compound words *recognize compound words *spell compound words *define base words *identify base words *define open syllables *define closed syllables *identify open and closed syllables *demonstrate knowledge of syllable patterns by correctly spelling multi-syllabic words	doubling consonants open syllable closed syllable	SF spelling Word Journeys Bk HME spelling

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.6.4.12 Use knowledge of syllables and affixes to spell words correctly	Use knowledge of syllables and affixes to spell words correctly APPLICATION	<ul style="list-style-type: none"> *define a syllable *recognize a syllable *define affixes *recognize affixes *define base words *recognize base words *demonstrate knowledge of syllables to spell words correctly *exhibit knowledge of base words to spell words *display knowledge of affixes to spell words 	syllable affixes root words base words prefixes suffixes	SF spelling Word Journeys Bk HME spelling
	W.4.4.7 Write several related paragraphs on the same topic	Write several related paragraphs on the same topic SYNTHESIS	<ul style="list-style-type: none"> *define topic *identify main idea and details *compose related paragraphs on the same topic 	paragraph topic main idea detail	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.13 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist APPLICATION	<ul style="list-style-type: none"> *edit writing for -spelling -proper grammar -punctuation -capitalization -complete sentence -sentence structure 		Daily Oral Language Drops in the Bucket
	W.4.4.10 Revise writing to utilize elements of style, including word choice and sentence variation	Revise writing to utilize elements of style, including word choice and sentence variation EVALUATION	<ul style="list-style-type: none"> *list and define the elements of style: word choice and sentence variation *revise to assure that the writing contains -precise vocabulary according to purpose and audience -words that create images for the reader -sentences with varying lengths and begin 	revise word choice style sentence variation precise elaboration	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.11 Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences EVALUATION	<ul style="list-style-type: none"> *based on peer responses and teacher conferences, revise to assure that the writing contains -clarity -focus on central idea -precise word choice and sentence variety -elaboration of central idea 	feedback style content supportive ideas teacher conferences peer responses/revision coherence	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.12 Select a revision checklist to independently revise writing	Select a revision checklist to independently revise writing EVALUATION	<ul style="list-style-type: none"> *describe revision checklist *identify components of a revision checklist *use the checklist to revise writing 	revision checklist	Writing Workshop Bk Craft Lessons Bk GR&W Bk

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.5.4.4 Write daily	Write daily. APPLICATION	*write daily in all content areas		Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specified prompt within a given time frame SYNTHESIS	*examine the prompt to identify purpose, audience and format *determine key words and phrases *develop a plan for writing *consider the time restraint to pace completion of writing piece *compose piece of writing to respond to the prompt	prompt write on demand compose examine	TLI Assessments Benchmark writing practice
Essential Question: How do I respond to writing? (peer conferences, teacher/student conferences, rubrics)					
	W.5.4.3 Record reactions to personal and school-related experiences	Record reactions to personal and school-related experiences KNOWLEDGE	*connect to a prior experience *write a response to the experience	reaction personal experience school-related experience	HME-Unit 2&6 journals teacher prompt
	W.7.4.7 Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas EVALUATION	*define components of effective writing (clarity, coherence, logical order, elaboration, support of ideas) *rehearse appropriate dialogue of peer responses *express responses and ideas using effective communication skills *demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas *apply feedback to revise drafts	clarity coherence logical order/ sequence elaboration support of ideas/ proof	HME-pgs 7-8, 65-66, 125-126, 193-194, 249-250, 311-312, 373-374

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
FOURTH NINE WEEKS - WRITING March 12- May 30, 2012					
Essential Question: How can editing and revising my draft improve my writing?					
Essential Question: How can I create different genres of writing?					
Unit 5 & Unit 6	W.5.4.6 Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	A. Write complex narrative compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion B. Write complex descriptive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion C. Write complex expository compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion D. Write complex persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion SYNTHESIS	a. recognize text structure of narrative writing -compose narrative writing that contains topic sentences, concrete sensory supporting details and a logical conclusion b. recognize text structure of descriptive writing -compose descriptive writing that contains topic sentences, concrete sensory supporting details and a logical conclusion c. recognize text structure of expository writing -compose expository writing that contains topic sentences, concrete sensory supporting details and a logical conclusion d. recognize text structure of persuasive writing -compose persuasive writing that contains topic sentences, concrete sensory supporting details and a logical conclusion	topic sentence supporting details conclusion narrative descriptive expository persuasive	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text SYNTHESIS	*categorize ideas *identify main ideas and details *demonstrate knowledge of paragraph structure *compose a draft with more than one paragraph	draft paragraph categorize paragraph structure	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)	Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.) EVALUATION	*polish approximately ten pieces (to 4th grade expectations) throughout the year (i.e., longer compositions, more descriptive passages, etc.)	polish writing process publish	TLI Interim assessments writing portfolios content list

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.4.4.15 Use available technology for publishing	Use available technology for publishing APPLICATION	*locate technological resources *demonstrate proper use of technology	publishing	computer lab computer class
	W.4.4.16 Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats	Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats EVALUATION	*differentiate between various genres, audiences, purposes, and formats *survey own writing in order to select writing that demonstrates best work	genre mystery fiction audience purpose format	journal pieces TLI Interim writing prompt magnet theme writing assigned writings for portfolio
	W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly	Demonstrate use of conventional spelling by spelling most words correctly APPLICATION	*spell high-frequency words *spell multisyllabic words correctly in their writing using phonics, chunking, visual patterns, related words, etc.		SF spelling <u>WJ</u>
	W.4.4.13 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist APPLICATION	*edit writing for -spelling -proper grammar -punctuation -capitalization -complete sentence -sentence structure		Daily Oral Language Drops in the Bucket
	W.4.4.10 Revise writing to utilize elements of style, including word choice and sentence variation	Revise writing to utilize elements of style, including word choice and sentence variation EVALUATION	*list and define the elements of style: word choice and sentence variation *revise to assure that the writing contains -precise vocabulary according to purpose and audience -words that create images for the reader -sentences with varying lengths and begin	revise word choice style sentence variation precise elaboration	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.11 Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences EVALUATION	*based on peer responses and teacher conferences, revise to assure that the writing contains -clarity -focus on central idea -precise word choice and sentence variety -elaboration of central idea	feedback style content supportive ideas teacher conferences peer responses/revision coherence	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.4.4.7 Write several related paragraphs on the same topic	Write several related paragraphs on the same topic SYNTHESIS	*define topic *identify main idea and details *compose related paragraphs on the same topic	paragraph topic main idea detail	Writing Workshop Bk Craft Lessons Bk GR&W Bk

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	W.4.4.12 Select a revision checklist to independently revise writing	Select a revision checklist to independently revise writing EVALUATION	*describe revision checklist *identify components of a revision checklist *use the checklist to revise writing	revision checklist	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.8 Write mysteries and realistic fiction	Write mysteries and realistic fiction SYNTHESIS	*recognize elements of mysteries and fiction *identify examples of mysteries and fiction in text *write mysteries and realistic fiction	mystery realistic fiction	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.2 Write to define, clarify, develop ideas, and express creativity	Write to define, clarify, develop ideas, and express creativity SYNTHESIS	*determine different purposes *determine audiences *determine appropriate format for the audience and purpose *create writing appropriate to the purpose and audience	define clarify develop ideas purpose creativity	Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.4 Write daily	Write daily. APPLICATION	*write daily in all content areas		Writing Workshop Bk Craft Lessons Bk GR&W Bk
	W.5.4.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specified prompt within a given time frame SYNTHESIS	*examine the prompt to identify purpose, audience and format *determine key words and phrases *develop a plan for writing *consider the time restraint to pace completion of writing piece *compose piece of writing to respond to the prompt	prompt write on demand compose examine	TLI Assessments Benchmark writing practice

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
Essential Question: How do I respond to writing? (peer conferences, teacher/student conferences, rubrics)					
	W.5.4.3 Record reactions to personal and school-related experiences	Record reactions to personal and school-related experiences KNOWLEDGE	*connect to a prior experience *write a response to the experience	reaction personal experience school-related experience	HME-Unit 2&6 journals teacher prompt
	W.7.4.7 Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas EVALUATION	*define components of effective writing (clarity, coherence, logical order, elaboration, support of ideas) *rehearse appropriate dialogue of peer responses *express responses and ideas using effective communication skills *demonstrate a peer response to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas *apply feedback to revise drafts	clarity coherence logical order/ sequence elaboration support of ideas/ proof	HME-pgs 7-8, 65-66, 125-126, 193-194, 249-250, 311-312, 373-374