

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? ----- • 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, in order to, 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, too, two; there, 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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<p>January - February</p>	<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, 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. • 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
<p>February - March</p>	<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.	