Grade level: 4  
Course Title: Writing  
Time Allotment: 7 Weeks  
Unit Sequence: 1  

Topic/Concept: Personal Narrative and Raising the Level of Narrative Writing

Major Concepts to be learned:

1. Identify the features of a narrative and steps of the writing process (prewrite, draft, revise, edit, publish)  
2. Analyze voice and word choice in a narrative  
3. Add details and narrow a topic to make writing interesting  
4. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Analyze a narrative literature model  
2. Narrow a topic, generate questions, and use a story mountain to plan a personal narrative  
3. Use paragraphing and elaboration to draft a personal narrative  
4. Use grade-level mechanics and conventions  
5. Self-and peer-assess and publish a final version of the personal narrative  
6. Identify and write declarative, interrogative, imperative, exclamatory sentences, and subjects and predicates

PA Standards/Anchors:  
1.4.5  
1.5.5

Eligible Content:  
1.4.5.A  
1.5.5.C  
1.5.5F

1.5.5.A  
1.5.5D

1.5.5.B  
1.5.5E

Instructional Strategies:  
Direct instruction  
Group discussion  
Oral/Written Practice  
Modeling/Demonstrating  
Individual/group practice  
Author Pieces/Student examples  
Charts  
Peer tutoring  
Guided practice  
Cooperative learning  
Read aloud trade books  
Use of writing notebooks  
Graphic Organizers

Assessments:  
• Teacher observation  
• Student self-assessment and peer evaluation checklists  
• Individual Conferencing  
• Notebook check  
• Personal Narrative Skills Rubric
Grade level: 4  
Course Title: Writing  
Topic/Concept: Personal Essay  
Time Allotment: 5 Weeks  
Unit Sequence: 2

Major Concepts to be learned:

1. Differences between narrative and non-narrative writing  
2. Write paragraphs that connect to a central idea, five-paragraph format  
3. Organize writing in a logical order using the writing process and graphic organizers  
4. Develop and enforce basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Craft thesis statements  
2. Construct subordinate thoughts with details and examples using an outline format  
3. Advance a theme of personal significance  
4. Create cohesion in drafts using repeated phrases, transitions, and logically sequenced information with a strong introduction and conclusion  
5. Check sentence structure and proofread with checklists  
6. Identify and write compound subjects/predicates, simple/compound sentences, prepositional phrases, clauses, and complex sentences

PA Standards/Anchors:  

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<tbody>
<tr>
<td>1.4.5</td>
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Instructional Strategies:

- Direct instruction  
- Group discussion  
- Oral/Written Practice  
- Modeling/Demonstrating  
- Individual/group practice  
- Author Pieces/Student examples  
- Charts  
- Peer tutoring  
- Guided practice  
- Cooperative learning  
- Use of writing notebooks  
- Graphic Organizers

Assessments:

- Teacher observation  
- Student self-assessment and peer evaluation checklists  
- Individual Conferencing  
- Notebook check  
- Personal Essay Skills Rubric
Grade level: 4  
Course Title: Writing  
Topic/Concept: Realistic Fiction

Time Allotment: 5 Weeks  
Unit Sequence: 3

Major Concepts to be learned:
1. Create an original character  
2. Place character in realistic setting with problem/solution  
3. Reinforce narrative structure and analyze a model of a story  
4. Develop and enforce basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:
1. Narrow a topic, generate questions, and use a story map to plan a story  
2. Introduce story elements and write dialogue to draft a story  
3. Revise by adding details  
4. Check dialogue and proofread  
5. Self- and peer-assess with grade-level mechanics  
6. Label and identify nouns (common/proper, singular/plural, possessive) and pronouns/antecedents

PA Standards/Anchors:
1.4.5  
1.5.5

Eligible Content:
1.4.5.A  
1.5.5.C  
1.5.5F  
1.5.5.A  
1.5.5D  
1.5.5.B  
1.5.5E

Instructional Strategies:
Direct instruction  
Group discussion  
Oral/Written Practice  
Modeling/Demonstrating  
Individual/group practice  
Author Pieces/Student examples  
Charts  
Peer tutoring  
Guided practice  
Cooperative learning  
Realistic Fiction mentor texts  
Use of writing notebooks  
Graphic organizers

Assessments:
• Teacher observation  
• Student self-assessment and peer evaluation checklists  
• Individual Conferencing  
• Notebook check  
• Realistic Fiction Skills Rubric
Grade level: 4  
Course Title: Writing  
Topic/Concept: Content Area Writing  
Time Allotment: 5 Weeks  
Unit Sequence: 4

Major Concepts to be learned:

1. Note-taking and outlining skills
2. Non-fiction text features; headings, diagrams, photographs, captions
3. Read and understand in the content area (Science or Social Studies)
4. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Identify text features of expository nonfiction
2. Record and organize information from a variety of reference sources
3. Use outlines and annotated sketches to organize information and write paragraphs
4. Add personal thoughts, voice, and style to written text
5. Research an animal native to Pennsylvania
6. Proofread for grammar, punctuation, capitalization, and spelling
7. Identify and write subject/object pronouns, adjectives, and articles

PA Standards/Anchors:  

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<td>Oral/Written Practice</td>
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<td>Modeling/Demonstrating</td>
<td>Typing and researching skills</td>
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<td>Individual/group practice</td>
<td>Various PA animals books</td>
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<td>Author Pieces/Student examples</td>
<td>Use of writing notebooks</td>
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<td>Charts</td>
<td>Graphic organizers</td>
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Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Content Area Skills Rubric
Grade level: 4  
Course Title: Writing  
Topic/Concept: Poetry  
Time Allotment: 5 Weeks  
Unit Sequence: 5

Major Concepts to be learned:

1. Begin to use literary devices and literary elements (simile, metaphor, alliteration, onomatopoeia, idioms, exaggeration, etc)
2. Exposure to many styles of poetry and poets
3. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:

1. Analyze the craft of a poem; structure and format, interpret meaning
2. Create narrative poems that include literary elements and vivid descriptions
3. Write with an awareness of the stylistic aspects of poetry
4. Revise and edit poetry to improve detail, order, and conventions of writing
5. Identify and write verbs (main, helping, action, and linking), and correct tenses (past, present, and future)

PA Standards/Anchors:  
1.4.5  
1.5.5

 eligible Content:  
1.4.5.A  
1.5.5.C  
1.5.5.F  
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1.5.5.D  
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1.5.5.E

Instructional Strategies:  
Direct instruction  
Group discussion  
Oral/Written Practice  
Modeling/Demonstrating  
Individual/group practice  
Author Pieces/Student examples  
Charts  
Peer tutoring  
Guided practice  
Cooperative learning  
Poetry centers  
 Variety of poetry books  
Use of writing notebooks  
Graphic organizers

Assessments:  
• Teacher observation  
• Student self-assessment and peer evaluation checklists  
• Individual Conferencing  
• Notebook check  
• Poetry Skills Rubric
Grade level: 4  Course Title: Writing  Topic/Concept: Literary Essay

Time Allotment: 5 Weeks  Unit Sequence: 6

Major Concepts to be learned:
1. Write within the structure of a five paragraph essay
2. Read closely and write thoughtfully about literature
3. Develop basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:
1. Express the writer’s opinions about the literature
2. Organize ideas to include in a response to literature
3. Create strong thesis statements
4. Support thesis statements with text-based evidence
5. Construct five-paragraph outline to format thoughts
6. Write with strong verbs (irregular), use contractions and introduce adverbs

PA Standards/Anchors:
1.4.5  1.5.5

Eligible Content:
1.4.5.A  1.5.5.C  1.5.5F
1.5.5.A  1.5.5D
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Instructional Strategies:
Direct instruction  Peer tutoring
Group discussion  Guided practice
Oral/Written Practice  Cooperative learning
Modeling/Demonstrating  Short literary texts
Individual/group practice  Use of writing notebooks
Author Pieces/Student examples  Graphic Organizers
Charts

Assessments:
- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Literary Essay Skills Rubric
Grade level: 4
Course Title: Writing
Topic/Concept: Memoir/Independent Writing
Time Allotment: 3 Weeks
Unit Sequence: 7

Major Concepts to be learned:
1. Discuss and display definitions of “memoir”
2. Write with focus, detail, organization, style, and voice
3. Enforce basic grammar skills through Daily Oral Language

Expected Skills to be demonstrated:
1. Tell and retell personal experiences
2. Express ideas and feelings with increasing clarity, fluency, and sentence variation.
3. Identify and describe literary elements
4. Develop author’s craft (word choice, figurative language, dialogue..)
5. Use grade-level appropriate mechanics and conventions
6. Punctuation and grammar skills round up (review and implement previously taught grammar skills)

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Assessments:

- Teacher observation
- Student self-assessment and peer evaluation checklists
- Individual Conferencing
- Notebook check
- Memoir/Independent Writing Skills Rubric