

Southington Public Schools

Curriculum Map

Subject: English Language Arts - Writing

Grade: 4

UNIT TITLE	Realistic Fiction – Casting Believable Characters	The Personal and Persuasive Essay: Boxes and Bullets	Information Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Books
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers collect story ideas, imagining that everyday moments in their lives and entries they gathered could be possible story ideas. Writers learn to live inside of their story as it develops. • How writers draft quickly that leads to revising. They use all that they know about revising to bring pout the heart of their story. • How writers edit their stories getting ready for publication. <p>Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How essayists grow compelling ideas in their writers’ notebooks. • How writers choose ideas, write a thesis, and build a structure for the essay. • How writers gather materials for an essay by selecting the most appropriate as well as most compelling materials. They use these materials to create a draft. • How writers build expository muscles by revising for structure and elaboration. • How writers write persuasive (or opinion) essays. <p>Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How information writers explore topics then revise those topics with an eye toward greater focus. • How writers gather a variety of information to support their non-fiction books. • How writers draft the pages of books, starting with sections they are most excited to write. • How writers of information study mentor authors and revise in predicable ways. • Writers edit, publish, and celebrate their nonfiction writing. <p>Content Vocabulary: Mentor Text Dependent</p>
CT CORE STANDARDS	<p><i>Writing Standards 3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a, b, c, d, & e)</i></p> <p><i>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>Writing Standards 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. (a & b)</i></p>	<p><i>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>Writing Standards 6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</i></p> <p><i>Writing Standards 7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p>	<p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Writing Standards 6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Writing Standards 7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>

		<p>Writing Standards 8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Writing Standards 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Writing Standards 8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Writing Standards 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
UNIT TITLE	Literary Essays	Personal Narrative/Memoirs	Informational Writing: Reading, Research, and Writing in Social Studies
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How literary essays explore a theme or character in a single text. • How to write across text to explore different treatment of similar themes. <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Mentor Text Dependent 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers work effectively in the writing workshop. • How writers study author’s craft. How a writer writes. • How writers draw on strategies they already know and learn new strategies to generate ideas for personal narratives/memoirs. • How writers draw on strategies they already know and learn new strategies to write personal narrative/memoirs. • How writers revise their narrative drafts to raise the quality of their writing • How writers edit their narrative drafts to raise the quality of their writing. <p>Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers capture what they are learning, thinking and writing to grow their ideas as social scientists. • How writers develop a research base of knowledge and deepen their expertise in a topic. • How writers study mentors and write drafts of research reports in order to draft their own research reports. • How writers revise, edit and publish to teach others. <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Mentor Text Dependent
CT CORE STANDARDS	<p>Writing Standards 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a, b, c & d)</p> <p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 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>Writing Standards 2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a, b, c, d & e)</p> <p>Writing Standards 4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>

CT CORE STANDARDS

Writing Standards 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. **(a)**
Writing Standards 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.

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Writing Standards 6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Writing Standards 7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Writing Standards 8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Writing Standards 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. **(b)**
Writing Standards 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.