

WRITING - 4

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	WR2400	4
Show Icon <input type="checkbox"/>				
August 2015				
Fantasy or Science Fiction				
Content <input type="checkbox"/> NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference. Fantasy and Science Fiction Students will be able to explore a variety of fiction-based stories that are not rooted in the elements of realistic fiction, but more creative styles like science fiction and fantasy. APPROXIMATE TIME FRAME: 3-4 weeks (30 minutes per day) - Brainstorm - Outline - Rough draft - Revise - Edit - Peer and teacher conferencing - Publish	Skills <input type="checkbox"/> Lesson Topics: Using an outline to brainstorm Write a rough draft Revise a draft using dialogue* Include supporting details to describe setting, characters, and events* Include elements of fantasy (ex: talking animals, space ships, magic, etc.)* Rule of 3 – 3 characters, 3 events Elements of sci-fi/fantasy Create a narrative using a provided picture and quote* Write a distinct beginning, middle, and end (include conflict/resolution)* Peer/teacher conferencing Conventions and Grammar <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit ◦ Hyphenated modifier* ◦ Figurative language* ◦ Rule of 3: repeat a word 3 times (I was mad, mad, mad) and/or repeat the beginning of a sentence 3 times (I was so bored...I was so bored...I was so bored) ◦ Dialogue* • * = Primary Focus Fantasy Science fiction Narrative Resolution- conclusion Dialogue Hyphenated modifier figurative language Hook/lead/introduction	Assessment <input type="checkbox"/> 4th grade rubric	Resources <input type="checkbox"/> Instructional Resources: Craft Lessons Character: <ul style="list-style-type: none"> • Describing a Character pg. 73 • Inner Life of a Character pg. 74 • Physical description of a character pg. 46 Brainstorming - Focusing on a Slice of the Pie pg. 68 Writing • Developing the Middle pg. 79 Revising • Sharpening the Focus pg. 67 - The Recurring Line pg. 100 Marvelous Mini Lessons Brainstorming/Prewriting • Storm and Sort Chp. 3 pg. 43 • Tell it Twice Chp. 3 pg. 43 Writing • Listing versus Layering Chp. 4 pg. 55 • Make a Splash with Senses Chp. 4 pg. 65 Revising • Tell it in Slow Mo Chp. 4 pg. 71 • The Magic of Three Chp. 7 pg. 149 Dialogue - Dabble in Dialogue Chp. 4 pg. 74 Mentor Text Ideas: Jumanji by Chris Van Allsburg (jungle) Zathura by Chris Van Allsburg (space) Comic books/Superheros Example: Superman (from a different planet) The Bunyans (look under daily writing prompts in teacher manual for sci-fi prompt) Mysteries by Harris Burdick by Chris Van Allsburg (writing prompt for unit) The Stranger by Chris Van Allsburg	
September 2015				
Writing a Sequel				
Content <input type="checkbox"/> NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference The purpose of this unit will be to continue to develop a narrative writing format, but in a way that extends on the ending of another story they have read. They will integrate previous characters to a new problem or show an alternative ending. Dialogue will be used to enhance the story.	Skills <input type="checkbox"/> Lesson Topics: <ul style="list-style-type: none"> • Perspective Writing: Choose one character and rewrite the story from his/her perspective • Novel/Weekly Story sequel: Continue the story after it has ended Conventions and Grammar <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit Key vocabulary Transition Words Organization Sequel Dialogue Sequence of Events Main character Hook/lead/introduction	Assessment <input type="checkbox"/> 	Resources <input type="checkbox"/> Instructional Resources: *See previous narrative section for more resources Marvelous Mini Lessons Revising • Stars and Wishes Chp. 4 pg. 59 Writing • 5 P's of Paragraphing Ch. 7 pg. 165 Editing - Flip the Sentence Chp. 7 pg. 161 Mentor Text Ideas (Perspective): <ul style="list-style-type: none"> • StoryTown "Cyber Pigs" • "The True Story of the Big Bad Wolf" • "Seriously, Red Riding Hood Was Rotten", "Seriously, I Acted Like a Beast" (and others in this series) Mentor Text Ideas (Sequels): <ul style="list-style-type: none"> • StoryTown "Firestorm" • StoryTown "Kai's Journey to Gold Mountain" • StoryTown "My Journey From Here to There" • There's a Boy in the Girls' Bathroom • On My Honor • Snow Treasure 	
October 2015				
Informational Brochure				
Content <input type="checkbox"/> 	Skills <input type="checkbox"/> 	Assessment <input type="checkbox"/> 	Resources <input type="checkbox"/> 	

<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference</p> <p>Students will write an informational brochure. They will select a narrowed topic of interest and write to teach others about this topic.</p> <p>Students will learn strategies for researching information related to their topic, while also will learn skills to organize the information and research they gather about their chosen topic.</p> <p>Students will use informative text structure when writing. Fourth graders can begin to organize their informational writing with a descriptive (main idea with details), sequential, or comparison (compare/contrast) text structure.</p> <p>Students will add clarity to their "brochure" text by adding headings, bold words, illustrations and diagrams, and possibly graphs and/or charts.</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> • Create a rough draft using student checklist (Resource from Lettie Brown) • Research skills: Using search engines, evaluating valid information • Creating a brochure using pages/publisher • Organization: sequence, comparison, and/or descriptive • Formatting: bullets and lists, graphics, text features • Note taking and paraphrasing, citing information <p>Conventions and Grammar</p> <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit <p><u>Key Vocabulary</u> Brochure</p> <p>Content Specific such as: Recreation Accommodations Scenic Features</p> <p>Formatting/layout White space Paraphrasing Citing Text features</p>		<p>Instructional Resources:</p> <ul style="list-style-type: none"> • Student Checklist • Storytown "The Grand Canyon; A Trail Through Time" • Storytown "Mangrove Wilderness" • Storytown "Mountains" • National Park Service Website (nps.gov) <p>Crafting Nonfiction</p> <ul style="list-style-type: none"> • Chapter 9: Word Choice <ul style="list-style-type: none"> ◦ Lessons 1, 2, 3, 4, 5 • Chapter 11: Voice and Audience <ul style="list-style-type: none"> ◦ Lessons 1, 2, 4, 6 • Chapter 13: Text Features <ul style="list-style-type: none"> ◦ Lessons 1-11 <p>Note taking</p> <ul style="list-style-type: none"> - Chp. 1 Research: Lessons 1-9 - Chp. 3: Drafting Lessons 1 and 2 <p>Marvelous Mini Lessons</p> <p>Note taking</p> <ul style="list-style-type: none"> • Telegram Notes Chp. 5 pg. 92 <p>Text Features</p> <ul style="list-style-type: none"> • Add Some Bling Chp. 5 pg. 104 <p>Mentor Text Ideas: Various brochures to show format and text features.</p>
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January 2016

Informational Research or Biography			
Content	Skills	Assessment	Resources
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference</p> <p>The goal of this unit is to teach the skills and strategies the students need in order to be successful researchers—strategies for scanning non-fiction text, note taking, and paraphrasing. The outcome is the application of these skills in a short, biographical essay or informational article that incorporates a variety of non-fiction text features. Upon completion of this study, students are prepared for more in depth, individual research projects.</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> • Inventor Research Poster • Biography • Famous Black Americans PowerPoint • Life Science/Living Things Research (Emerald's Eggs Sea Turtles and Mangrove Wilderness) <p>Conventions and Grammar</p> <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit <p>Key vocabulary: Biography Research Paraphrasing Plagiarism Summarizing Chronological order Time line Hook/lead/introduction</p>		<p>Instructional Resources:</p> <p>See previous informational writing resources</p> <p>Marvelous Mini Lessons</p> <p>Researching</p> <ul style="list-style-type: none"> • Thick and Thin Questions Chp. 5 pg. 88 • Book End Paragraphs Chp. 5 pg. 100 <p>Editing</p> <ul style="list-style-type: none"> - The First Four Words Chp. 5 pg. 107 <p>Crafting Nonfiction</p> <p>Planning</p> <ul style="list-style-type: none"> • Selecting a Format for Writing Lesson 1 pg. 66 • Lessons 2, 3, 4, 7, 8 <p>Mentor Text Ideas:</p> <ul style="list-style-type: none"> • "Being Teddy Roosevelt" • StoryTown "So You Want to be an Inventor" (and leveled readers that correspond) • StoryTown "Jackie Mitchell" (and leveled readers) • StoryTown "Emerald's Eggs" • StoryTown "Mangrove Wilderness" • StoryTown "Discovering the Atocha" • StoryTown "Just Like Me"

February 2016

On-Demand Writing			
Content	Skills	Assessment	Resources
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference</p> <p>The focus of this unit is to provide students with practice responding to questions about a piece of text within a given time frame. They will learn how to use their tools of brainstorming, drafting, revising, and editing all within a short period of time. They will also focus on giving details from a given text to support their ideas.</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> • Opinion piece based on StoryWorks magazine • Debate based on StoryWorks magazine <p>Conventions and Grammar</p> <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit <p>Key vocabulary Opinion Debate Claim Argument Evidence Audience Hook/lead/introduction Transition words</p>		<p>Instructional Resources:</p> <p>Writing on Demand document in dropbox StoryWorks Magazine outlines (online) Rubric for scoring: Checklist on pg. 6 of Writing on Demand document Scholastic Story Starter website www.scholastic.com/teachers/story-starters</p> <p>Marvelous Mini Lessons Chp. 3 pg. 33 Love it or Loathe It</p> <p>Mentor Text Ideas:</p> <p>StoryWorks articles Writing on Demand packet pg. 7 (includes sample prompts and different types of opinion writings) I Wanna Iguana by Karen Kaufman Orloff I Wanna New Room by Karen Kaufman Orloff Dear Mrs. LaRue by Mark Teague Book Reviews ilwritingmatters.org</p>

March 2016

Product Reviews			
Content	Skills	Assessment	Resources
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>Writing reviews gives students a chance to express their ideas while developing style and voice.</p> <p>In this unit, students will write a review about an event or product they have experienced. A review should include a summary. A book or movie review would include a summary of the plot and characters, for example, and a restaurant review could begin with a summary of the food and service.</p> <p>Students will then critique multiple aspects of their chosen topic (i.e., restaurant review-food, service, atmosphere, quality, etc.) and tell why the reader should/should not experience it also.</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> • Restaurant Review • Technology Review • Movie Review • Book Review • Art Review <p>Conventions and Grammar</p> <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit <p>Key vocabulary: Review Summary Opinion Audience Hook/lead/introduction</p>		<p>Instructional Resources:</p> <p>StoryWorks Magazine (book reviews written by students)</p> <p>Mentor Text Ideas:</p> <p>Internet Reviews (Good/Bad) Book Jacket StoryWorks Book Review Scholastic Share What You're Reading Website/Book Review Workshop http://teacher.scholastic.com/... Newspapers Consumer Reports Magazine App Store Reviews Podcasts</p>