

Cover Sheet - Planned Course Overview

- A. Planned Course Title: *Grade 4, Writing* Course Number:
- B. Grade level: *4th Grade* Level/Track:
- C. Board Approval Date: *August 28, 2017*
- D. Instructional Time:
1. Length of course in weeks: **36 weeks**
 2. Number of class periods per week: **5 class periods**
 3. Length of class periods: **90 minutes**
 4. Total clock hours/credit for the course: **1 academic school year**
- E. List of the units of study within the course and estimated number of weeks allotted to each:

Unit & Estimated Time	Standards
Unit 1 - Quality of Writing & Grammar (5 weeks)	CC.1.4.4.B - Identify and introduce the topic clearly. CC.1.4.9-10.L-Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Unit 2: Narrative Writing (6 weeks)	CC.1.5.4.D-Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.4.4.B-Identify and introduce the topic clearly. CC.1.4.4.E-Use precise language and domain-specific vocabulary to inform about or explain the topic.
Unit 3 - Informative/Explanatory Writing (6 weeks)	CC.1.4.4.A - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.4.B - Identify and introduce the topic for the intended audience. - (E06.C.1.2.1, E06.E.1.1.1) CC.1.4.4.D - Organize ideas, concepts, and information CC.1.4.4.A-Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.2: Students read, understand, and respond to informational text- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

<p>Unit 4: Opinion/ Argumentative Writing (6 weeks)</p>	<p>CC.1.4.6.G - Write arguments to support claims.</p> <p>CC.A.1.1- Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.</p> <p>CC.A.1.1.1-Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>CC.A.1.1.2-Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>CC.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported</p> <p>CC.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>CC.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>CC.1.4.4.G-Write opinion pieces on topics or texts.</p>
<p>Unit 5: PSSA Review (4 weeks)</p>	
<p>Unit 6: Creative Writing (4 weeks)</p>	<p>CC.1.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.4.C-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D-Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
<p>Unit 7: Project- Based Writing (5 weeks)</p>	<p>CC.1.4.4.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.4.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.4.X - 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>CC.1.5.4.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.4.B - Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p>CC.1.5.4.C - Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally), and explain how it contributes to a topic, text, or issue under study.</p> <p>CC.1.5.4.D - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

F. The texts or major resources for the course:

Title: *Grammar Workshop Book*

Publisher: Sadlier

Copyright: 2015

Title: *Common Core Progress*

Publisher: Sadlier

Copyright: 2015

G. Special Notes:

- The list of activities and assessments allows for selection of activities and assessments by teachers to meet the needs of students.
 - The Writing Process/Writing Traits Quiz
 - Minimum 5-sentence Paragraph (topic sentence, supporting details, closing sentence)
 - Grammar Assessments
 - Sharing a Personal Experience
 - Text Dependent Analysis of Narrative, Expository & Argumentative Writing Sample
 - Explaining a Process
 - Persuasive Essay
 - 5-paragraph formulated essay
 - Creative Writing – Short Story
 - Project-Based Writing Assignment and Presentation

H. Names of the committee members who developed the planned course:

Jean Anderson, Grade 4 ELA Teacher

Breann Williams, Grade 4 ELA Teacher

Nicolette Teles, K-12 Reading and Writing Supervisor