

**Northampton Area School District**  
**“Year at a Glance” - Grade 4 Writing**

Units of Study	Required Assessments	Grammar Concept(s)
Unit 1 - Quality of Writing  Estimated Time: Approximately 15 days	Free Write Journal Entry *Minimum 5-sentence Paragraph (topic sentence, supporting details, closing sentence)  Grammar Assessments- Types of Sentences, Complete Subject/Predicate, Simple Subject/Simple Predicates	Building Effective Sentences  Parts of Speech, Types of Sentences, Complete Subject & Predicate, Simple Subject, Simple Predicates
Unit 2 - Narrative Writing  Estimated Time: Approximately 30 days	Process writing-Personal Narrative  Open-ended Narrative Prompt  Grammar Assessment - Compound Sentences, Complex Sentences, Common & Proper Nouns, Singular & Plural Nouns, Irregular Plural Nouns, Possessive Nouns	Compound Sentences, Complex Sentences, Common & Proper Nouns, Singular & Plural Nouns, Irregular Plural Nouns, Possessive Nouns
Unit 3 - Informative/Explanatory Writing  Estimated Time: Approximately 30 days	Informational/Explanatory essay  Open-ended Informational Prompt  Grammar Assessment - Action Verbs, Linking Verbs, Main Verbs & Helping Verbs, Irregular Verbs	Action Verbs, Present Tense Verbs, More Present Tense Verbs, Past Tense Verbs, Linking Verbs, Main Verbs & Helping Verbs, Using Helping Verbs, Progressive Forms of Verbs, Irregular Verbs, More Irregular Verbs
Unit 4 - Opinion Writing  Estimated Time: Approximately 30 days	Opinion Essay  Open-ended Opinion Prompt  Grammar Assessment - Contractions with Not, Adjectives, Adverbs, Prepositions, A, An, The, Demonstrative Adjectives	Contractions with Not, Adjectives, Adverbs, Prepositions, A, An, The, Demonstrative Adjectives, Comparing with Adjectives
Unit 5- PSSA Review  Estimated Time: Approximately 15 days (directly before PSSA testing window)	5-paragraph formulated essay, TDA  Grammar Assessment- Comparing with More & Most, Comparing with Good & Bad, Adverbs, Comparing with Adverbs	Review of Data-driven Grammar Concepts from Benchmark testing  Comparing with More & Most, Comparing with Good & Bad, Adverbs, Comparing with Adverbs
Unit 6 - Creative Writing  Estimated Time: Approximately 15 days (beginning during the PSSA testing window)	Short Story  Grammar Assessment- Negatives, Prepositions & Prepositional Phrases	Using Good & Well, Negatives, Prepositions & Prepositional Phrases
Unit 7 - Project-Based Writing, Research Writing  Estimated Time: Approximately 15 days (and/or until the	Grammar Assessment - Subject Pronouns, Pronoun Verb Agreement, Object Pronouns	Frequently confused words (to, too, two; there, their, they're)  Subject Pronouns, Pronoun Verb Agreement, Object

conclusion of the school year)	<p><i>End of Year Grammar Review</i>                  *If time allows: I &amp; Me, Possessive Pronouns, Relative Pronouns &amp; Relative Adverbs, Contractions with Pronouns</p>	<p>Pronouns                  *If time allows: I &amp; Me, Possessive Pronouns, Relative Pronouns &amp; Relative Adverbs, Contractions with Pronouns</p> <p>End of Year -                  Grammar Review</p>
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<p align="center"><b>Writing 5 Unit 1: Quality of Writing</b>                      Instructional Days: Approximately 15 days</p>				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 1: Quality of Writing</b></p> <p><i>The Writing Process</i></p> <p><i>Traits of Writing (WONDERS)</i></p> <p><i>Writing Journal</i></p> <p><i>Paragraph Writing</i></p>	<p>Quiz on The Writing Process and Traits of Writing</p> <p>Structured Paragraph (Topic sentence, supporting details, closing sentence)</p>	<p><b>How do we develop into effective writers?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Explore the usage and importance of sentence variety, transition words, and powerful word choice in writing.</li> <li>• Analyze the quality of good writing by reviewing the effectiveness of sentence variation, transition words/phrases, and powerful language.</li> <li>• Apply the traits of sentence variety, transition words, and powerful vocabulary to individual pieces of writing.</li> <li>• Evaluate the usefulness and effectiveness of creating a writing piece that includes sentence variety, accurate transition words, and powerful word choice.</li> <li>• Understand that writers use a variety of transition words to maintain a logical order in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of PA rubrics</li> <li>• Teach mini-lessons on WONDERS (Ideas, Voice/Word Choice, Organization, Sentence Fluency) followed by coordinating writing prompt</li> <li>• Teaching of the <i>The Better Answer Sandwich</i> technique</li> <li>• Writing Recipe Book</li> <li>• Review of editing marks</li> <li>• Begin to organize a writer’s notebook and journal</li> <li>• Colorful Editing Reference Sheet</li> </ul>	<p>CC.1.4.4.B - Identify and introduce the topic clearly.</p> <p>CC.1.5.4.G - Demonstrate command of the conventions of standard English when speaking based on Grade 4 level and content.</p>

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|  |  | <ul style="list-style-type: none"> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● Establish and maintain a formal style.</li> <li>● Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)</li> <li>● Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)</li> <li>● Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus.</li> <li>● Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (organization)</li> <li>● Use the introduction to establish the purpose.</li> <li>● Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style)</li> <li>● Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)</li> <li>● Use socially and academically appropriate writing conventions in</li> </ul> |  |  |
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		<p>a variety of formal and informal communication.</p> <p><b>To what extent does the writing process contribute to the quality of writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: improving organization, refining the central idea and supporting details, examining the level of detail, style, and tone and word choice.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>• Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> </ul>		
<p><b>SADLIER GRAMMAR WORKSHOP</b></p> <p><i>Parts of Speech</i></p> <p><i>Types of Sentences</i></p> <p><i>Complete Subject &amp; Predicate</i></p>	<p>Grammar assessments</p>	<p><b>How do grammar and the conventions of language influence spoken and written communication?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Drill and review</li> <li>• Daily Warm-ups in coordination with current grammar skill and/or spiral review:</li> </ul> <p>For example, if you were learning about types sentences, you may ask your students which type of sentence is written and which part of the sentence is the subject and predicate?</p> <p><i>The girl is a cheerleader.</i></p> <p>It is a declarative sentence. The complete subject is “the girl” the simple subject is</p>	<p>CC.1.4.4.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

<p><i>Simple Subject</i> <i>Simple Predicates</i></p>		<ul style="list-style-type: none"> <li>• Use the rules of grammar and conventions of language to support the clarity of communications between writers/speakers, and readers/listeners.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> </ul>	<p>“girl.” The complete predicate is “is a cheerleader” and the simple predicate is “is.” (Students could then practice writing their own sentences and trading them with a partner for an informal assessment.</p> <ul style="list-style-type: none"> <li>• Teachers should also try to incorporate application of learned grammar skills into student writing. For example, if students have to write a paragraph in Unit 1: Quality of Writing, teachers may want to have students include an imperative sentence in their paragraphs. Students can underline or highlight the specific type of sentence within their writing.</li> </ul>	
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**Traits of Writing**

*Wonders*, Grade 4  
“Start Smart: Writing Every Day”  
Pages S33-34

**Paragraph Writing**

*Sadlier Grammar Workshop*, Grade 4  
“Write Your Own”  
Final page of each lesson

*Wonders*, Grade 4  
“Writing Every Day”  
Each Unit: T30-33, T94-97, T158-161, T222-224, T286-289

**Constructing Sentences**

*Sadlier Grammar Workshop*, Grade 4  
Unit 1- “Sentences”  
Lessons 1-9  
Pages 8-43

*Wonders, Grammar Handbook (Online)*  
Grade 5  
Sentences  
Pages 450-454

**Writing 5 Unit 2: Narrative Writing**

**Instructional Days: Approximately 30 Days**

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 2: Narrative Writing</b></p>	<p>Analysis of a Narrative Writing Sample</p> <p>Open Ended Writing Prompt</p> <p>and/or</p> <p>Narrative Process Writing piece</p>	<p><b>How will students engage and orient the reader?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>Establish a context and point of view and introduce a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose.</li> </ul> <p><b>How will students convey experiences and events in their narrative writing?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> <li>Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</li> </ul> <p><b>How will students draw evidence from a narrative writing sample to support analysis, reflection, and/or</b></p>	<ul style="list-style-type: none"> <li>Minilessons on specific narrative techniques followed by writing activity. (Example: Review introductions/hooks of narrative writing. Have students write an introduction for the same topic: <i>First Day of School</i> narrative.)</li> <li>Teacher conferences during each stage of The Writing Process</li> <li>Narrative journal prompts</li> <li>Utilize a writer’s notebook</li> <li>Mentor Texts or Writing Samples             <ul style="list-style-type: none"> <li>Highlight or underline narrative techniques within such as transitions, sequence, hooks, conclusions, sensory details. (This can be done in whole class, small groups, or independently.)</li> </ul> </li> </ul>	<p>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.</p> <p>CC.1.4.4.B-Identify and introduce the topic clearly.</p> <p>CC.1.4.4.E-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

		<p><b>research?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>● Introduce the text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>● Develop the analysis using relevant evidence from the narrative sample to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text within the narrative writing sample.</li> <li>● Use appropriate transitions, if applicable, to clarify the relationships among ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events within the narrative writing sample response.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that follows from the analysis presented.</li> </ul> <p><b>To what extent does the writing process contribute to the quality of narrative writing?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>● Apply the writing process to</li> </ul>		
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		<p>develop a piece of narrative writing. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: improving organization, refining the central idea and supporting details, examining the level of detail, style, and tone and word choice.</p> <ul style="list-style-type: none"> <li>• Develop and strengthen narrative writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>• Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> </ul>		
<p><b>SADLIER GRAMMAR WORKSHOP</b></p> <p><i>Compound Sentences</i></p> <p><i>Complex Sentences</i></p> <p><i>Common &amp; Proper Nouns</i></p> <p><i>Singular &amp; Plural Nouns</i></p> <p><i>Irregular Plural Nouns</i></p> <p><i>Possessive Nouns</i></p>	<p>Section 7 (Conjunctions, Interjections, Punctuation, and Capitalization) Grammar Assessment</p>	<p><b>To what extend will students use their knowledge of language and its conventions within their narrative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Maintain a consistency in style and tone.</li> <li>• Vary sentence patterns for meaning, reader/listener interest and style.</li> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Choose punctuation for effect.</li> <li>• Choose words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Drill and review</li> <li>• Daily Warm-ups in coordination with current grammar skill and/or spiral review:</li> </ul> <p>For example, if you were learning about common &amp; proper nouns you may ask your students which of the following sentences is includes both types of nouns.</p> <p>A. Sam went to the restaurant.</p> <p>B. Sam went to a restraurant called The Eatery.</p> <p>The correct answer is B.. It has both a common and proper noun. .</p> <p>(Students could then practice writing their own sentences with each type of noun in it.</p> <ul style="list-style-type: none"> <li>• Teachers should also try to incorporate application of learned grammar skills into student writing.</li> </ul>	

**To what extent will students demonstrate a command of the conventions of standard English grammar and usage within their narrative writing?**

*The students will:*

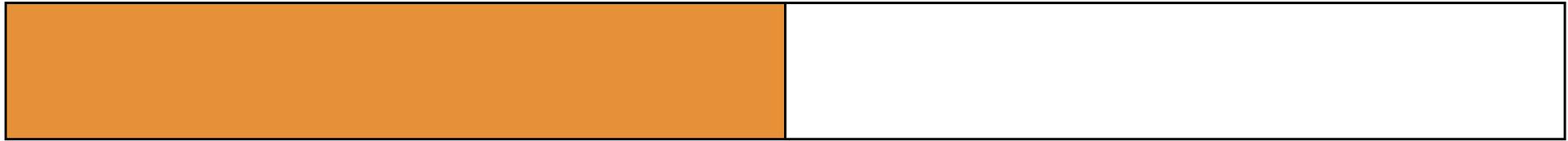
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

**To what extent will students demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling?**

*The students will:*

- Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.
- Spell correctly.
- Use punctuation to separate items in a series.

For example, teachers may want to have students include singular and plural nouns in their Narrative, which would be a review from Unit 1. In addition, the teacher may also require students to show sentences that contain some grammar concepts from Unit 2. Students can underline or highlight these concepts in their work.



**Writing 5 Unit 3: Informative/Explanatory Writing**

**Instructional Days: Approximately 30 days**

Unit of Study	Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 3: Informative/ Explanatory Writing</b></p>	<p>Text Dependent Analysis on an Expository Writing Sample</p> <p><i>Student Writing Forms</i></p> <p>Explaining a Process</p> <p>Classification Essay</p>	<p><b>How do effective writers write informative/explanatory texts to examine a topic and/or convey ideas?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conferences during each stage of The Writing Process</li> <li>• Informative/Explanatory journal prompts</li> <li>• Utilize a writer’s notebook</li> <li>• Mentor Texts or Writing Samples                             <ul style="list-style-type: none"> <li>○ Highlight or underline informative/explanatory techniques within writing such as: transitions, hooks, conclusions, thesis, or topic sentences. (This can be done in whole class, small groups, or independently.)</li> </ul> </li> </ul>	<p>CC.1.4.4.A - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.4.B - Identify and introduce the topic for the intended audience. - (E06.C.1.2.1, E06.E.1.1.1)</p> <p>CC.1.4.4.D - Organize ideas, concepts, and information</p> <p>CC.1.4.4.A-Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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>

		<p>inform about or explain the topic.</p> <ul style="list-style-type: none"> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding section that follows from the information or explanation presented.</li> </ul> <p><b>How do students draw evidence from informative/explanatory texts to support analysis, reflection, and/or research?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Introduce text for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>• Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the informative/explanatory writing sample.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding section that follows from the analysis presented.</li> </ul> <p><b>To what extent does the</b></p>		
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		<p><b>writing process contribute to the quality of informative/expository writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Apply the writing process to develop a piece of informative/expository writing. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: improving organization, refining the central idea and supporting details, examining the level of detail, style, and tone and word choice.</li> <li>• Develop and strengthen informative/expository writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>• Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> </ul>		
<b>Research Skills</b>	Classification Essay (as noted above)	<p><b>How will students develop their topic in their informative/explanatory writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Utilize multiple resources, both print and the Internet, to find relevant facts, definitions, concrete details, quotations, or other information and examples to support their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons with the school librarian</li> <li>• Mini research projects or questions (can be done in class or as homework). For example, utilize the Internet and find out what year Gatorade was invented.</li> </ul>	<p>CC.1.4.V - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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>
<b>SADLIER GRAMMAR</b>	Pronoun Grammar Assessment	<b>To what extent will students use knowledge of language</b>	<ul style="list-style-type: none"> <li>• Drill and review</li> <li>• Daily Warm-ups in coordination with current grammar skill and/or</li> </ul>	CC.1.4.4.F - Demonstrate a grade - appropriate command of the conventions of standard English grammar, usage,

<p><b>WORKSHOP</b></p> <p><i>Action Verbs</i></p> <p><i>Present Tense Verbs</i></p> <p><i>More Present Tense Verbs</i></p> <p><i>Past Tense Verbs</i></p> <p><i>Linking Verbs, Main Verbs &amp; Helping Verbs</i></p> <p><i>Using Helping Verbs</i></p> <p><i>Progressive Forms of Verbs</i></p> <p><i>Irregular Verbs</i></p> <p><i>More Irregular Verbs</i></p>		<p><b>and its conventions in their informative/explanatory writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Choose punctuation for effect.</li> <li>• Choose words and phrases for effect.</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English and grammar usage?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Ensure verbs are in the correct tense. Use intensive pronouns (e.g., myself, ourselves).</li> <li>• Recognize and correct inappropriate verb usage.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Use punctuation</li> <li>• Spell correctly.</li> </ul>	<p>spiral review:</p> <p>For example, if you were learning about action verbs, you may ask your students which of the following sentences is done correctly in the tense of the word. Which sentence below is written correctly?</p> <p>A. <i>Kylie thought about what she was going to do next.</i></p> <p>B. <i>Kylie thinked about what she was going to do next.</i></p> <p>The correct answer is A. It follows the past tense verb rule.</p> <p>(Students could then practice writing their own sentences properly using verbs and the correct tense agreement.</p> <ul style="list-style-type: none"> <li>• Teachers should also try to incorporate application of learned grammar skills into student writing. For example, teachers may want to have students include a sentence that uses a compound sentence, which would be a review from Unit 1. They could also request that students write a sentence that uses a possessive noun from Unit 2. In addition, the teacher may also require students to include sentences that incorporated the four types of sentences. Students can identify these concepts within their writing, and label them based on the teacher's discretion.</li> </ul>	<p>capitalization, punctuation, and spelling. (E06.D.1.1.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06D.1.1.5, E06D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3)</p>
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<b>Unit 3 - Informative/Explanatory Writing: Available Resources</b>	<p><b><u>Informative/Expository Writing</u></b></p> <p><b><u>Research Skills</u></b></p> <p><b><u>Grammar Skills</u></b></p>
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<b>Writing 5 Unit 4: Opinion Writing</b>				
<b>Estimated Time:</b> Approximately 30 instructional days				
Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<b>Unit 4: Opinion/Argumentative Writing</b>	Text Dependent Analysis on a Persuasive Piece of Writing  <u>Student Writing</u>	<b>In what ways do effective writers support claims in argumentative writing?</b> <i>The students will:</i> <ul style="list-style-type: none"> <li>• Introduce claim(s) for the intended audience and</li> </ul>	<ul style="list-style-type: none"> <li>• Minilessons on specific opinion/argumentative techniques followed by writing activity. (Example: Review why good titles are important to grab a reader’s attention. Share a persuasive paragraph, and have students</li> </ul>	CC.1.4.6.G - Write arguments to support claims.  CC.A.1.1- Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.

	<p><u>Form</u></p> <p>Persuasive Essay</p>	<p>support the writer’s purpose by organizing the reasons and evidence.</p> <ul style="list-style-type: none"> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Use words, phrases, and clauses to clarify relationships among claim(s) and reasons.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that reinforces the claims and reasons presented.</li> </ul> <p><b>How will students draw evidence from an argumentative/opinion text to support analysis, reflection, and/or research?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>● Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>● Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and</li> </ul>	<p>brainstorm titles for it. Make a chart on the board, and talk about why some are better than others.) (Additional minilesson ideas can be found on page 218 of <i>Write Source</i>, Teacher’s Edition.)</p> <ul style="list-style-type: none"> <li>● Teacher conferences during each stage of The Writing Process</li> <li>● Opinion/Argumentative journal prompts</li> <li>● Utilize a writer’s notebook</li> <li>● Mentor Texts or Writing Samples             <ul style="list-style-type: none"> <li>○ Highlight or underline opinion/argumentative techniques within writing such as: transitions, hooks, conclusions, thesis, or topic sentences. (This can be done in whole class, small groups, or independently.)</li> </ul> </li> </ul>	<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>
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		<p>demonstrating an understanding of the text(s).</p> <ul style="list-style-type: none"> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that follows from the analysis presented.</li> </ul> <p><b>To what extent does the writing process contribute to the quality of opinion/argumentative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>● Apply the writing process to develop a piece of opinion/argumentative writing. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: improving organization, refining the central idea and supporting details, examining the level of</li> </ul>		
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		<p>detail, style, and tone and word choice.</p> <ul style="list-style-type: none"> <li>• Develop and strengthen opinion/argumentative writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>• Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> </ul>		
<p><b>Research Skills</b></p>	<p>Using outside resources (books, magazines, internet) to gather information to formulate into a writing piece.</p>	<p><b>How will students develop their claims within their opinion/argumentative writing?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Utilize multiple resources, both print and the Internet, to find relevant facts, definitions, concrete details, quotations, or other information and examples to support their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons with the school librarian</li> <li>• Mini research projects or questions (can be done in class or as homework). For example, utilize the Internet and find out what year Gatorade was invented.</li> <li>• Teach about basic in-text citations.</li> <li>• Teach about bibliographies and works cited pages.</li> </ul>	
<p><b>SADLIER GRAMMAR WORKSHOP</b></p> <p><i>Contractions with Not</i></p> <p><i>Adjectives, Adverbs</i></p> <p><i>Prepositions</i></p> <p><i>A, An, The</i></p> <p><i>Demonstrative</i></p>	<p>Verbs Grammar Assessment</p>	<p><b>To what extent will students use knowledge of language and its conventions in their opinion/argumentative writing?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Choose punctuation for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Drill and review</li> <li>• Daily Warm-ups in coordination with current grammar skill and/or spiral review:</li> </ul> <p>For example, if you were learning about demonstrative adjectives, you might want to ask your students the following question:</p> <p>Which is the <i>best</i> way to combine the two sentences below?</p> <p>Ashley is a student at Northampton Middle School.</p> <p>Ashley plays softball.</p> <p>A. Ashley is a student at Northampton Middle School where she plays</p>	<p>CC.1.4.4.L - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (E06.D.1.1.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3)</p>

<p><i>Adjectives</i></p> <p><i>Comparing with Adjectives</i></p>		<ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English grammar and usage in their opinion/argumentative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English capitalization,</b></p>	<p>softball.</p> <p>B. Ashley, a student at Northampton Middle School, plays softball.</p> <p>The correct answer is B. It is the best choice because it uses an appositive to combine the two sentences, and it decreases the amount of repetitive words.</p> <p>(Students could then practice writing their own sentences that have appositives. They could underline their appositive and draw an arrow to the noun that it provides additional information for..)</p> <ul style="list-style-type: none"> <li>Teachers should also try to incorporate application of learned grammar skills into student writing. For example, teachers may want to have students include a sentence that uses a compound sentence, which would be a review from Unit 1. They could also request that students write a sentence that uses commas in a series, which would be a review from Unit 2. In addition, the teacher may also require students to include sentences that utilize pronouns, which would be a review from Unit 3. In Unit 4, students learn about subject-verb agreement. That skill might be included in a writing sample. Students can identify these concepts within their writing, and label them based on the teacher’s discretion.</li> </ul>	
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		<p><b>punctuation, and spelling in their opinion/argumentative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• Spell correctly.</li> <li>• Use punctuation to separate items in a series.</li> </ul>		
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<p><b>Unit 4 - Opinion/Argumentative Writing: Available Resources</b></p>	<p><u><b>Opinion/Argumentative Writing</b></u></p> <p><u><b>Research Skills</b></u></p> <p><u><b>Grammar Skills</b></u></p>
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**Writing 5 Unit 5: PSSA Review**

**Estimated Time: Approximately 15 instructional days**

*(This unit should be taught directly before the PSSA testing window.)*

Unit of Study	Required Assessments	Available Resources	Suggested Activities	PA Core Standards
<b>Unit 5: PSSA Review</b>	5-paragraph Formulated Essay	PSSA Practice: PSSA English Language Arts Preliminary Item and Scoring Sampler (provided by the district)	<ul style="list-style-type: none"> <li>Review a formulated 5-paragraph essay: (introduction, three body paragraphs with transitions, and a concluding paragraph).</li> <li>Break students up into small groups to review student writing samples from the PSSA Practice Book provided by the district. Have students</li> </ul>	

			<p>score the essays with a score ranging from 1-4. As a whole class, go over the essays and share the actual scores.</p> <ul style="list-style-type: none"> <li>• Have students respond to each type of prompt: a narrative prompt, informative/expository prompt, and an opinion/argumentative prompt by the end of the three week review.</li> <li>• At the end of each week, have students share their work within their small groups or whole class, and review the predicted score that a student might earn.</li> <li>• Grammar Review based on benchmark data</li> </ul>	
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### Writing 5 Unit 6: Creative Writing

**Estimated Time:** Approximately 15 instructional days

*(This unit can begin during the PSSA testing window.)*

Units of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<b>Unit 6: Creative Writing</b>	<u>Student Writing Form</u>  Short Story	<p><b>How will students engage and orient the reader?</b> <i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Establish a context and point of view and introduce a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose.</li> </ul> <p><b>How will students convey experiences and events in their creative writing?</b> <i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Use narrative techniques, such as</li> </ul>	<ul style="list-style-type: none"> <li>• Minilessons on specific creative writing techniques like elements of a short story. For example, read through some examples of children’s literature, and identify the characters, place, activity, and problem(s) that occur in each. (Additional minilesson ideas can be found on page 342 of <i>Write Source</i>, Teacher’s Edition.)</li> <li>• Teacher conferences during each stage of The Writing Process</li> <li>• Narrative journal prompts</li> <li>• Utilize a writer’s notebook</li> <li>• Writing Poems</li> </ul>	<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</p>

		<p>dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> <li>• Use precise words and phrases, relevant descriptive details, and sensory language.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> <li>• Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</li> </ul> <p><b>To what extent does the writing process contribute to the quality of creative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Apply the writing process to develop a piece of creative writing. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: improving organization, refining the central idea and supporting details, examining the level of detail, style, and tone and word choice.</li> <li>• Develop and strengthen creative writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>• Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> </ul>		<p>aiding comprehension.</p>
<p><b>SADLIER GRAMMAR</b></p>	<p>Adjectives Grammar</p>	<p><b>To what extent will students use knowledge of language and its conventions in their</b></p>	<ul style="list-style-type: none"> <li>• Drill and review</li> <li>• Daily Warm-ups in coordination with current grammar skill and/or spiral review:</li> </ul> <p>For example, if you were learning about negative words,</p>	<p>CC.1.4.6.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

<p><b>WORKSHOP</b></p> <p><i>Negatives</i></p> <p><i>Prepositions &amp; Prepositional Phrases</i></p>	<p>Assessment</p> <p>Adverbs</p> <p>Grammar</p> <p>Assessment</p>	<p><b>creative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Choose punctuation for effect.</li> <li>• Choose words and phrases for effect.</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English grammar and usage in their creative writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).</li> <li>• Use intensive pronouns (e.g., myself, ourselves).</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in</b></p>	<p>you might want to ask your students which of the following sentences is written correctly?</p> <p>A. There <i>wasn't hardly</i> enough food.</p> <p>B. There <i>was hardly</i> enough food.</p> <p>The correct answer is B because the adverb, <i>hardly</i>, has a negative sense and should not be used with other negative terms.</p> <p>(Students could then practice writing their own sentences correctly using negative words.)</p> <ul style="list-style-type: none"> <li>• Teachers should also try to incorporate application of learned grammar skills into student writing. (Previous grammar skills can also be included at the teacher's discretion.)</li> </ul>	<p>(E06.D.1.1.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3)</p>
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		<p><b>their creative writing?</b>  <i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• Spell correctly.</li> <li>• Use punctuation to separate items in a series.</li> </ul>		
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<p><b>Unit 6 - Creative Writing: Available Resources</b></p>	<p><u>Creative Writing</u></p> <p><u>Grammar Skills</u></p>
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<p><b>Writing 5 Unit 7: Project-Based Writing</b></p> <p><b>Estimated Time:</b> Approximately 15 days through the end of the school year</p>				
<p><b>Unit of Study</b></p>	<p><b>Required Assessments</b></p>	<p><b>Big Idea</b>   <b>Essential Questions</b></p>	<p><b>Suggested Activities</b></p>	<p><b>PA Core Standards</b></p>

<p><b>Unit 7: Project- Based Writing</b></p>	<p>Project-Based Writing Assignment and Presentation</p>	<p><b>To what extent does project-based writing engage students and enrich their writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>Follow a practical approach to choosing topics, conducting online research, organizing and presenting ideas, and assessing results.</li> <li>Engage in writing based on real-world scenarios for real-world audiences using writing as the means to communicate.</li> </ul> <p><b>To what extent does the writing process contribute to the quality of project-based writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>Apply the writing process to develop a piece of creative writing. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: improving organization, refining the central idea and supporting details, examining the level of detail, style, and tone and word choice.</li> <li>Develop and strengthen creative writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes</li> </ul>	<p>Newspaper Articles</p> <p>Digital Storytelling</p> <p>Family Tree Books</p> <p>Design an App</p> <p>Create Questions and Interview a Real Person</p> <p>Write a Letter to the Superintendent on how to make our school better</p> <p>Community Historical Research</p>	<p>CC.1.4.6.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. (E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6)</p> <p>CC.1.4.6.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.1.4.6.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.1.5.6.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.1.5.6.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.1.5.6.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.1.5.6.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> <p>CC.1.5.6.E - Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F - Include multimedia components and visual displays in presentations to clarify</p>
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		and audiences.		information.  CC.1.5.6.G - Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.  *Any other standards that were specific to Unit 2 - Narrative Writing, Unit 3 - Informative/Expository Writing, and Unit 4 - Opinion/Argumentative Writing should also be included depending upon the student's project choice.
<b>Research</b>	Basic Works Cited in correlation with Project-Based Writing Assignment	<b>How will students develop their topic in their project-based writing?</b> <i>The students will:</i> <ul style="list-style-type: none"> <li>Utilize multiple resources, both print and the Internet, to find relevant facts, definitions, concrete details, quotations, or other information and examples to support their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Teach about basic in-text citations.</li> <li>Teach about bibliographies and works cited pages.</li> <li>Teacher conferences to guide students to quality resources.</li> </ul>	CC.1.4.6.V - Conduct short research projects to answer a question, drawing on several sources and refocusing that inquiry when appropriate.  CC.1.4.6.W - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>Grammar</b>  <i>Frequently confused words (e.g., to, too, two; there, their, they're)</i>  <i>(At this time, teachers should review and teach any grammar concepts that were troublesome or not covered.)</i>  <b>Sadlier Grammar</b>	to, too, two; there, their, they're Grammar Assessment	<b>To what extent will students use knowledge of language and its conventions in their project-based writing?</b> <i>The students will:</i> <ul style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>Maintain consistency in style and tone.</li> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Choose words and phrases for effect.</li> </ul> <b>To what extent will students demonstrate command of the</b>	<ul style="list-style-type: none"> <li>Drill and review</li> <li>Daily Warm-ups in coordination with current grammar skill and/or spiral review:</li> </ul> <p>For example, you could combine a question about compound sentences (from Unit 2), and frequently confused words (from Unit 7).</p> <p>Which of the following sentences is written correctly?</p> <p>A. I would like to go to the movies, but my mom said we are busy tonight.</p> <p>B. I would like too go to the movies, but my mom said we are busy tonight.</p> <p>The correct answer is A because the correct form of "to" is used. The wrong word of "too" was used in B, because that means also.</p> <p>(Students could then practice their frequently confused words skills while creating informal sentences.)</p> <ul style="list-style-type: none"> <li>Teachers should also try to incorporate</li> </ul>	CC.1.4.6.F - Informative/Explanatory: Conventions of Language  CC.1.4.6.L - Argumentative/Opinion Conventions of Language  CC.1.4.6.R - Narrative: Conventions of Language  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (E06.D.1.1.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3)

<p><b>Workshop Lessons NOT covered:</b></p> <p><i>I &amp; Me, Possessive Pronouns, Relative Pronouns &amp; Relative Adverbs, Contractions with Pronouns</i></p>		<p><b>conventions of standard English grammar and usage in their project-based writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (i.e., subjective, o</li> <li>• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</li> </ul> <p><b>To what extent will students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in their project-based writing?</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• Spell correctly.</li> <li>• Use punctuation to separate items in a series.</li> </ul>	<p>application of learned grammar skills into student writing. (Previous grammar skills can also be included at the teacher's discretion.)</p>	
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<p><b>Unit 7 - Project- Based Writing: Available Resources</b></p>	<p><u>Research</u> NASD Elementary Library Resources</p> <p><u>Grammar Skills</u></p>
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Teacher-Made Resource on frequently confused words (to, too, two; there, their, they're)