

2013-2014 Curriculum Pacing Guide- Fourth Grade-Writing

THE STRATEGIES ARE NATURALLY INTERWOVEN THROUGHOUT THE YEAR, BUT ARE EXPLICITLY TAUGHT DURING THE SPECIFIED QUARTERS.

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Strategy Focus	Ideas Informative/Exclamatory and Narrative	Sentence Fluency Informative/Exclamatory and Narrative	Organization Informative/Exclamatory and Narrative	Review
	Oral Informative/Exclamatory and Narrative	Organization Informative/Exclamatory and Narrative	Word Choice Informative/Exclamatory and Narrative	
Strategies	<p>Strategies to be implemented all year:</p> <ul style="list-style-type: none"> • Daily quick writes • Prewriting graphic organizers • Brainstorming ideas centered around a topic • Magnify or shrink a topic • Post the writing process • Model various modes of writing, students independently write using various modes of writing • Exposure and practice in researching to write and citing sources; discuss plagiarism • Edit final copies <p>http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/index.shtml</p>			
	Strategy/skill connection	<p>Ideas</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to purpose and audience (4.7a-b) • Use facts and details in sentences to elaborate the main idea (4.7k) • Formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information (4.9a) <p>Oral</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to purpose and audience (4.7a) 	<p>Sentence Fluency</p> <ul style="list-style-type: none"> • Link ideas within paragraphs using words and phrases (e.g., another, for example, since, also) (4.7h) • Utilize elements of style, including word choice and sentence variation (4.7i) • Use available reference resources (e.g., dictionary and thesaurus) as aids to revise writing for clarity (4.7j) • Include supporting details that elaborate the main idea (4.7k) <p>Organization</p> <ul style="list-style-type: none"> • Use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and graphic organizers) (4.7c) • Recognize different modes of writing have different patterns of organization (informative/explanatory, narrative) (4.7e) • Write a clear topic sentence focused on the main idea (4.7f) • Collect information from multiple resources, including online, print, and media (4.9b) 	<p>Organization</p> <ul style="list-style-type: none"> • Focus on one aspect of a topic (4.7b) • Create a plan and organize thoughts to convey a central idea before writing (4.7d) • Write two or more related paragraphs on a topic (4.7g) <p>Word Choice</p> <ul style="list-style-type: none"> • Utilize elements of style, including word choice and sentence variation (4.7i) • Revise writing for clarity of content using specific vocabulary and information (4.7j) • Incorporate adjectives and adverbs (4.8f) • Give credit to sources used in research (4.9d) • Understand the difference between plagiarism and using own words (4.9e)

Goals	<p>By the end of fourth grade ALL students should be able to:</p> <ul style="list-style-type: none"> • Write three paragraphs for a variety of purposes, including a topic with a clear beginning, middle, and end • Use prewriting strategies to organize information around a central topic • Revise writing for clarity of content using specific vocabulary and information • Include supporting details that elaborate the main idea • Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing • Demonstrate a comprehension of information resources to research a topic
Ongoing	<p><u>Conventions (4.8)</u></p> <ul style="list-style-type: none"> • Use commas in series, dates, and addresses • Use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent). • Use reflexive pronouns (e.g., myself, ourselves) • Appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions when writing use singular possessives • Avoid the use of double negatives • Appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase • Use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs) Use correct spelling for frequently used words, including common homophones <p><u>Presentation (4.9)</u></p> <ul style="list-style-type: none"> • Use technology as a tool to organize, evaluate, and communicate information <p><u>Communication (4.3)</u></p> <ul style="list-style-type: none"> • Differentiate between auditory, visual, and written media messages • Identify the characteristics of various media messages <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Students will be expected to use correct formation of manuscript and cursive letters and numbers in daily classwork

