

Curriculum Map 4th Grade Writing

TIME INTERVALS	CONTENT Major Topics	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
On-going <u>Illinois State Standards</u> Goal 3	ORGANIZATIONAL STRUCTURE	<p>Students will independently use pre-writing, organizational strategies. (3.B.2a)</p> <p>Students will independently use editing checklists and computer programs for revisions in their writing. (3.B.2d)</p>	Modeled writing Shared writing Graphic organizers Daily 6 Trait Writing	Teacher observation Classroom performance Completed assignments Rubrics
On-going <u>Illinois State Standards</u> Goal 3	PARAGRAPH STRUCTURE	<p>Students will write a paragraph with a clear topic sentence and a closing statement.</p> <p>Students will develop their paragraphs by including details and examples.</p> <p>Students will organize their ideas in a logical or sequential manner.</p>	Modeled writing Shared writing Editing checklists Graphic organizers Daily 6 Trait Writing Core Reading Series	Teacher observation Classroom performance Completed assignments Rubrics

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>Goal 3</p>	GENRE	<p>Students will demonstrate an understanding of narrative writing by:</p> <ul style="list-style-type: none"> • using an attention-getting strategy that draws a reader into the story. • staying on focus and organizing an event by beginning, middle and end. • closing a story with a clinching statement that reminds the reader of the purpose of the story. • varying sentences and word choice to make the story more interesting. • recording emotions and reactions using similes and analogies for greater elaboration. (3.C.2a) 	<p>Modeled reading and writing</p> <p>Shared reading and writing</p> <p>Graphic organizers</p> <p>Editing checklists</p> <p>Daily 6 Trait Writing lessons</p> <p>Lessons from Core Reading Series</p> <p>Story starters</p> <p>Story prompts</p>	<p>Teacher observation</p> <p>Classroom performance</p> <p>Completed assignment</p> <p>Rubric</p>

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TIME INTERVALS	CONTENT Major Topics, Continued	LEARNING OBJECTIVES Continued	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>Goal 3</p>	<p>GENRE, Continued</p>	<p>Students will demonstrate an understanding of expository writing by:</p> <ul style="list-style-type: none"> • creating an introductory paragraph that states a topic and 2 to 3 points to explain the topic. • organizing the ideas in a logical manner. • creating a closing paragraph that restates the topic and main ideas. • writing body paragraphs that explain the topic by using examples, reasons and explanations. • using varied sentence structure and word choice. • following a logical sequence and writing ideas to flow smoothly. <p>(3.C.2a)</p>		<p>Teacher observation</p> <p>Classroom Performance</p> <p>Completed Assignments</p> <p>Rubric</p>

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>Goal 3</p>	GENRE, Continued	<p>Students demonstrate an understanding of persuasive writing by:</p> <ul style="list-style-type: none"> • stating an opinion with 2 or 3 reasons as part of the introductory paragraph. • creating a closing statement that restates the opinion and arguments in a new way. • restating the reasons and adding details and examples in the body paragraphs. • using varied sentences, similes, analogies, and adjectives to make the story more interesting. • having a plan that organizes the story in a logical manner. (3.C.2a) 		<p>Teacher observation</p> <p>Classroom Performance</p> <p>Completed Assignments</p> <p>Rubric</p>

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>5.A.2a 5.A.3b 5.B.2b</p>	GENRE, Continued	<p>Students research a topic, take notes, summarize their ideas and present them in a poster, paper, tri-fold, etc. (5.A.2a) (5.A.2b)</p> <p>Students will create a bibliography with author, title, volume, and pages used. (5.B.2b)</p> <p>Students will demonstrate their understanding of poetry by writing poetry with and without teacher assistance. (3.C.2a)</p> <p>Students will write a biography and autobiography with teacher assistance. (3.C.2a)</p> <p>Students will create a news article. (3.C.2a)</p> <p>Students will write a friendly letter using all five parts with correct punctuation. (3.C.2a)</p> <p>Students will correctly address an envelope. (3.C.2a)</p>		

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<p>On-going</p> <p><u>Illinois State Standards</u></p> <p>Goal 3</p>	<p>PARTS OF SPEECH, Continued</p>	<p>Students will use adjectives in their writing to add detail and interest. (3.A.2)</p> <p>Students will know <i>a</i>, <i>an</i>, and <i>the</i> as articles. (3.A.2)</p> <p>Students will use <i>more</i>, <i>most</i>, <i>less</i>, <i>least</i>, to compare people, places and things. (3.A.2)</p> <p>Students will add "er", or "est" to compare people, places and things. (3.A.2)</p>		