

Westbrook School Department

Course Blueprint

Content Area / Grade Level <i>Writing/ Fourth Grade</i>	
Course Title <i>Writing Units of Study/Reading Workshop</i>	
Course Description <i>Literacy instruction designed to prepare students for any writing task they will face and to turn them into life-long, confident readers who display fluency and independence.</i>	
Westbrook K-12 Learning Standards <i>*Writing narrative, information and opinion</i> <i>*Writing development</i> <i>*Writing research</i>	Guiding Principles / Vision of the Graduate <i>Clear and Effective Communicators</i> <i>Self-Directed and Life-long Learners</i> <i>Creative and Practical Problem Solvers</i> <i>Responsible and Involved Citizens</i> <i>Integrative and Informed Thinkers</i>
Expected Outcomes - Expectations for students upon completion of the course. <i>*Take at least one narrative, opinion and informational piece completely through the entire writing process. *Write an introduction to the piece which hooks the reader and sets them up to understand what they are reading. *Use words and phrases to transition from time and place or sections of a piece of writing. *Craft an ending that ties back to the purpose of the piece or the beginning of the story. *Group information into sections and use paragraphs and sometimes chapters to separate those sections. Each section has information that is mostly about the same thing. May use headings and subheadings.*Use paragraphs to separate the different parts or times of the story or to show when a new character is speaking.Teach readers different things about the subject. Choose subtopics because they are important and interesting. Include different kinds of facts and details such as numbers, names, and examples.Get information from talking to people, reading books, and from their own knowledge and observations. Make choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. May use diagrams, charts, headings, bold words, and definition boxes to help teach their readers.*Give reasons to support their opinion. Choose the reasons to convince their readers. Include examples and information to support their reasons, perhaps from a text, their knowledge, or life.*Add more to the heart of the story, including not only actions and dialogue but also thoughts and feelings.*Make deliberate word choices to teach their readers. May do this by using and repeating keywords about the topic. When it feels right to do so, will choose interesting comparisons and use figurative language to clarify points. Make choices about which information is best to include or not include. Use a teaching tone. To do so, may have use phrases such as that means . . . , what that really means is . . . , and let me explain. . .*Show why characters do what they do by including their thinking. Make some parts of the story go quickly and, some slowly.Include precise and sometimes sensory details and use figurative language (simile, metaphor, personification) to bring story to life. Use a storytelling voice and convey the emotion or tone of the story through description, phrases, dialogue, and thoughts.*Use what they know about word families and spelling rules to help spell and edit. Use the word wall and dictionaries when needed.*Write long, complex sentences, and use commas to make them clear and correct.</i>	