

FOURTH GRADE WRITING
PACING AND SEQUENCING GUIDE

Recommended Time Frame	Unit of Study	Essential Understandings/Goals of the Unit (teaching into these goals may require multiple minilessons for each understanding in this unit)	Suggested Related Instructional Resources
3 weeks	Establishing the Workshop and a Community of Writers	<ul style="list-style-type: none"> • to establish routine, structures, rituals, expectations • to build a community of writers who work cooperatively and responsibly with others • to familiarize students with various writing tools/materials & how to use them • to generate ideas for writing • to take at least one piece from draft to publishing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> • Writing RoadMap • MS Word • MS PowerPoint • WVDE Teach 21 Strategy Bank <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Writer's Companion • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the first unit: <i>Launching the Writing Workshop</i>) • <u>Notebook Know-How</u> by Amiee Buchner
2 weeks	Reading Like Writers	<ul style="list-style-type: none"> • to teach students to notice how things are written (crafted) • to support students with envisioning possibilities for their own writing • to give students some beginning language to comment on what they notice • to notice interesting ways to structure (organize) text • to notice interesting ways writers use language and words • to generate ideas for writing • to take at least one piece from draft to publishing 	<p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • <u>Units of Study for Primary Writing</u> by Lucy Calkins (particularly the unit on <i>Authors As Mentors</i>) • <u>Wondrous Words</u> by Katie Wood Ray • <u>What You Know by Heart</u> by Katie Wood Ray
5 weeks	Informational Writing (Feature Article, All About, How-To)	<ul style="list-style-type: none"> • to immerse students in reading and noticing various types of informational writing and how they are written • to notice interesting ways to structure/organize informational text (categories, sequences, related ideas) • to notice interesting ways writers use language and words • to notice interesting ways writers use text tools (headings, table of contents, etc.) in informational texts • to notice interesting ways writers use graphics (captions, diagrams, photos, etc.) in informational texts • to generate ideas for writing about a topic of interest and to gather information to verify the accuracy of the information • to understand that most writing is about everyday things • to take at least one piece from draft to publishing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> • MS Word • MS PowerPoint • techSteps: Project 1 – Note Taker • tech Steps: Project 4- Zoom In • WVDE Teach 21 Strategy Bank <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Writer's Companion • <u>Units of Study for Primary Writing</u> by Lucy Calkins (particularly the unit on Nonfiction)

4 weeks	Descriptive Essay	<ul style="list-style-type: none"> • to immerse students in reading descriptive essays and noticing how they are written • to understand that an essay is a journey of thought about a subject/topic • to understand that an essay is based on a particular view or emotion which is then written as a statement of opinion • to support the statement of opinion with stories, observations, examples • to understand that most writing is about everyday things • to generate ideas for writing • to take at least one piece from draft to publishing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> • Writing RoadMap • MS Word • MS PowerPoint • WVDE Teach 21 Strategy Bank • techSteps: Project 2 - Who Am I? <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Writer's Companion • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the unit: <i>Breathing Life into Essays</i>)
1 week	Test Writing (Responding to a prompt that requires students to write a descriptive essay, using what they learned in the preceding study)	<ul style="list-style-type: none"> • to support students in deconstructing the prompt (What am I being asked to write about ? What elements/features need to be present in this kind of writing?) • to plan for responding to a prompt (two column notes, webbing, etc.) • to move from planning to drafting • to reread text and revise for clarity and flow • to reread text and edit for mechanics and conventions 	<p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the <i>Test Writing Cycle</i>) • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly any minilessons from the unit on <i>Breathing Life Into Essays</i> that you think your students would benefit from revisiting)
4 weeks	Persuasive Essay	<ul style="list-style-type: none"> • to immerse students in reading persuasive essays and noticing how they are written • to understand that an essay is a journey of thought about a subject/topic in which the writer is trying to convince the reader to agree with their opinion • to understand that an essay is based on a particular view or emotion which is then written as a statement of opinion • to support the statement of opinion with stories, observations, examples, and or facts • to understand that most writing is about everyday things • to generate ideas for writing • to take at least one piece from draft to publishing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> • Writing RoadMap • MS Word • MS PowerPoint • WVDE Teach 21 Strategy Bank • techSteps: Project 3 – Prove It <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Writer's Companion • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the unit: <i>Breathing Life into Essays</i>)
1 week	Test Writing (Responding to a prompt that requires students to write a persuasive essay , using what they learned in the preceding study)	<ul style="list-style-type: none"> • to support students in deconstructing the prompt (What am I being asked to write about ? What elements/features need to be present in this kind of writing?) • to plan for responding to a prompt (two column notes, webbing, etc.) • to move from planning to drafting • to reread text and revise for clarity and flow • to reread text and edit for mechanics and conventions 	<p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the <i>Test Writing Cycle</i>) • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly any minilessons from the unit on <i>Breathing Life Into Essays</i> that you think your students would benefit from revisiting)

4 weeks	Personal Narrative	<ul style="list-style-type: none"> • to immerse students in reading personal narratives and noticing how they are written • to understand the five basic elements of story (character, setting, plot, movement through time, change) and story structure (opening, rise in tension- obstacle & action, turning point, resolution, closing) • to understand that most writing is about everyday things • to generate ideas for writing • to take at least one piece from draft to publishing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> • Writing RoadMap • MS Word • MS PowerPoint • WVDE Teach 21 Strategy Bank <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Writer's Companion • <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the first cycle/unit on <i>Narrative Writing</i>) • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the unit: <i>Raising the Quality of Narrative Writing</i>)
1 week	Test Writing (Responding to a prompt that requires students to write a narrative story , using what they learned in the preceding study)	<ul style="list-style-type: none"> • to support students in deconstructing the prompt (What am I being asked to write about ? What elements/features need to be present in this kind of writing?) • to plan for responding to a prompt (two column notes, story-map, story structure diagram, etc.) • to move from planning to drafting • to reread text and revise for clarity and flow • to reread text and edit for mechanics and conventions 	<p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the <i>Test Writing Cycle</i>) • <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly any minilessons from the unit on <i>Personal Narrative</i> that you think your students would benefit from revisiting)
2 weeks	Review of the qualities of writing well in: Informational Writing Personal Narrative Descriptive Essay Persuasive Essay	<ul style="list-style-type: none"> • to support students in writing well in a testing situation by applying what they have learned in the preceding units of study • to support students in analyzing a set of prompts and then identifying: <ul style="list-style-type: none"> ○ the type of writing the prompt requires ○ the focus for the piece ○ the features or elements of this kind of writing ○ ways to plan for this kind of writing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> • Writing RoadMap • MS Word • MS PowerPoint • WVDE Teach 21 Strategy Bank <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Writer's Companion
1 week	Test Simulation	<ul style="list-style-type: none"> • to support students in writing well in a testing situation by applying what they have learned in the preceding units of study • to provide students with practice in responding to a particular RANDOM prompt (which could be any of the types of writing on the writing assessment) and then plan for and draft a piece. 	
2 weeks	TEST WINDOW	<ul style="list-style-type: none"> • to summatively assess students' performance in writing 	<ul style="list-style-type: none"> • WVDE On-Line Writing Assessment

2 weeks	<p>Unit of Study Options:</p> <ul style="list-style-type: none"> poetry letter writing how to use punctuation in interesting ways how to make illustrations work with your writing finding a mentor author 	<ul style="list-style-type: none"> to provide opportunities to self-select both genre and topic to provide students additional opportunities to apply what they have learned in preceding units of study to understand that most writing is about everyday things to generate ideas for writing to take at least one piece from draft to publishing 	<p><u>Technology Resources:</u></p> <ul style="list-style-type: none"> MS Word MS PowerPoint techSteps: Project 2 – E-Pals WVDE Teach 21 Strategy Bank <p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> Editing Checklist #3 (appendix) <u>Units of Study for Primary Writing</u> by Lucy Calkins (particularly the units on <i>Poetry</i> and <i>Authors as Mentors</i>) <u>About the Authors</u> by Katie Wood Ray
3 weeks	Revision	<ul style="list-style-type: none"> to regard revision as a way to improve writing and approach revision with little resistance to reread previous pieces (published or unpublished) students have written to work on revising to support students in self-monitoring for sense to read work by other authors and notice what these authors have done to make their writing effective to build a repertoire of possibilities for how and why writers revise: <ul style="list-style-type: none"> to highlight the main idea to add details, description, dialogue, missing events, etc. to delete parts that are redundant, unimportant, unrelated, etc. to move text around to improve the sequence and/or clarity to develop plans for revision and then initiate revisions with support to publish at least one piece that has been revised 	<p><u>Professional Resources:</u></p> <ul style="list-style-type: none"> <u>Units of Study for Teaching Writing K-2</u> by Lucy Calkins (particularly the unit on <i>The Craft of Revision</i>) <u>The Revision Toolbox</u> by Georgia Heard <u>Making Revision Matter</u> by Janet Angellilo

References/Resources:

Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
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