Yearlong - The Writing Revolution - Grade 4

Content Area: **English**
Course(s):
Time Period: **September**
Length: **All Year Across the curriculum**
Status: **Published**

Unit Overview

The methodology rests on explicit, carefully sequenced instruction, building from sentences to compositions. The Hochman Method is not a separate writing curriculum but rather an approach designed to be adapted to and embedded in the content being taught in any subject area and at any grade level.

Enduring Understandings

1. Students need explicit instruction in writing, beginning in the early elementary grades.

2. Sentences are the building blocks of all writing.

3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.

4. The content of the curriculum drives the rigor of the writing activities.

5. Grammar is best taught in the context of student writing.

6. The two most important phases of the writing process are planning and revising.

Essential Questions

What are the four types of sentences?

What is sentence expansion and using question words (who, what, when, where, why, and how)?

Why use sentence activities (Fragments, Scrambled Sentences, and Run-ons) to teach grammar and conventions?

What are compound and complex sentences and why do we combine simple sentences?

How should a paragraph be structured - using an SPO?

What are text structures and why are they important?

Instructional Strategies & Learning Activities

SEMESTER ONE (Grade 4)

Month 1 – Mid-Month 2

Review Sentence Activities

- Sentences & Fragments
- Scrambled Sentences
- Sentence Expansion
- Sentence Types
- Developing Questions
- Basic Conjunctions
- Subordinating Conjunctions
- Transitions
- Appositives
- Sentence Combining

Review SPO Activities

- All SPO scaffolding activities
- Practice narrative, cause-effect, problem-solution, compare-contrast, and summary SPO formats

Review Note-Taking

Mid-Month 2 – Mid-Month 3

Practice previous sentence, note-taking,

SPO, summarizing, & revision activities

recursively.

SPO Activities

- Given topic or prompt, write SPO2
- Given topic or prompt, write SPO and convert to ¶

Review Revision Activities

- Improve TS (or CS) using the 3 ways
- Revise an Unelaborated Paragraph, w/ specific directions, w/ general directions, or w/o directions

Mid-Month 3 – Month 4

Practice previous sentence, note-taking,

SPO, summarizing, & revision activities

recursively.

Revision Activities

- Improve TS (or CS) using the 3 ways
- Revise an Unelaborated Paragraph w/ general directions, or w/o directions

Review Summarizing Activities:

- Complete a Summary Sentence about an image or text

Month 5

Practice previous sentence, note-taking,

SPO, summarizing, & revision activities

recursively.

Revision Activities
Independent Revision

- Revise based on teacher's explicit feedback or a checklist

Summarizing Activities

- Complete an SPO to summarize a text
- Complete a Combined Outline to summarize a given text or content

Activities

Note-Taking Activities

- Convert sentences into key words & phrases, abbreviations & symbols (KPAS)
- Convert KPAS into sentences
  - Underline key words & phrases in a text, & annotate w/ KPAS

Mid-Grade 4

By the middle of 4th grade, all TWR sentence, paragraph, revision, and summary strategies may have been introduced. Since the rigor of the activities is driven by the content, teachers should continue to incorporate all strategies through grade 5. In grade 5, students will begin to practice composition-level activities.

The pacing guide for mid-grade 4 includes optional argumentative writing activities using TWR sentence and paragraph-level strategies.

Sample Pacing Guide: Grade 4

SEMESTER TWO (Grade 4)

Month 6	Month 7	Months 8-9	Month 10
Practice previous sentence, note-taking, SPO, summarizing, & revision activities recursively. Argumentative Writing Activities: • Embed argument at the sentence-level	Practice previous sentence, note-taking, SPO, summarizing, & revision activities r recursively. Argumentative writing: • Continue to embed argument at the sentence-level.	Practice previous sentence, note-taking, SPO, summarizing, & revision activities recursively.	Practice previous sentence, note-taking, SPO, summarizing, & revision activities recursively. Grade 4 End-of-Year Goals: • Students are

- Write a statement, question, exclamation, & command based on an argumentative topic.
- Complete sentence stems that have an embedded position using the conjunctions because, but and so. (E.g., The penny should be eliminated because _____.)
- Complete sentence stems that begin with subordinating conjunctions.
- Write a sentence containing an appositive about an argumentative topic.
- Expand a kernel sentence that takes a position. (E.g., It should be eliminated. What? When? Why?)
- After a given sentence, write a follow-up sentence beginning with a transitional word or phrase. Sentences should be based

- Argumentative SPO
- SPO Scaffolding Activities
    - Given T.S. that takes a position, generate details.
    - Given details that support one side of an issue, develop a T.S. that takes a position.
    - Choose appropriate details for T.S. that takes a position.

proficient in all Grade 3 skills. In addition:

o Students can use key words and phrases, abbreviations, and symbols when annotating text

- Students can use the SPO to plan for different text structures
- Students can apply their sentence skills to revise their work (based on teacher's explicit feedback, using a checklist, or independently)
- Students begin to develop argumentative writing skills at the sentence and paragraph level (Optional)

on an argumentative topic.

Integration of 21st Century Themes and Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types:

Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

Interdisciplinary Connections

The Writing Revolution is an approach designed to be adapted to and embedded in the content being taught in any subject area and at any grade level.

Differentiation

Modify expectations: Shorten or lengthen assignment depending on abilities.

Require basic or extended vocabulary.

Small group teacher instruction based on student's writing ability.

Pair students heterogeneously for centers to encourage students to learn from peers.

Allow for speech to text for longer writing assignments.

Provide choice extension projects as necessary to extend learning

Modifications & Accommodations

Refer to QSAC, EXCEL SPED Accommodations spreadsheet in this discipline.

IEP and 504 accommodations will be utilized.

Formative Assessments

You can provide this formative assessment during different types of writing conferences:

- **Desk-Side Conferences** occur when you stop at a student's desk to ask questions and make responses. Questions should be open-ended. This gives the writer "space" to talk and clarify his or her own thinking about the writing.
- **Scheduled Conferences** give you and a student a chance to meet for 3 to 5 minutes in a more structured setting. In such a conference, a student may have a specific problem or need to discuss or simply want you to assess his or her progress on a particular piece of writing.
- **Small-Group Conferences** give you a chance to meet with three to five students who are at the same stage of the writing process or are experiencing a similar problem. The goal of such conferences is twofold: first, to help students improve their writing and, second, to help them become better assessors.

Summative Assessments

Decide which assignments require summative assessment, and then grade the writing following this process:

- Ask students to submit prewriting and rough drafts with their final drafts.
- Scan final drafts once, focusing on the writing as a whole.
- Reread them, this time assessing them using the qualities of writing.
- Make marginal notations, if necessary, as you read the drafts a second time.
- Scan the writing a third and final time. Note the feedback you have given.
- Complete your rating sheet or rubric, and, if necessary, write a summary comment.

Instructional Materials

Teacher made materials, Sentence expansion sheets, SPO's and MPO's. Templates on The Writing Revolution Website.

Standards

L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.D	Provide a conclusion.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within

	categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	Conventions of Standard English
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.