

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 4– Module 1 Narrative Writing

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In module 1, Narrative/Personal Narrative, students will learn to share meaningful stories from their own lives or create fictional tales with clear structure and detail. They will begin by brainstorming ideas and organizing their thoughts using graphic organizers or outlines. Students will focus on including a clear beginning, middle, and end, with a strong introduction that grabs the reader's attention. They will develop characters, setting, and a sequence of events, using descriptive language and sensory details to make the story come alive. As they write, they will learn to use dialogue, transitions, and varied sentence structure to enhance their narratives. After drafting, students will revise their work for clarity and coherence, then edit for grammar, punctuation, and spelling before publishing their final piece.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

W.NW.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

W.WR.4.5

Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

aspects of a topic.

W.WP.4.4.A

Identify audience, purpose, and intended length of composition before writing.

W.RW.4.7

Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

W.NW.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

SL.II.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

W.NW.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic	W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events. W.WR.4.5 Conduct short research projects that use	Obj. We are learning to: <ul style="list-style-type: none"> Identify the audience, and purpose of a narrative essay Review the rubric Introduce the focal text Priming the text Read and understand domain-specific vocabulary Understanding the steps in the writing process Generate topic ideas 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>La Mariposa</i> Materials <ul style="list-style-type: none"> Student HMH textbook Teacher handbook HMH textbook EPIC!.com Narrative Essay graphic organizer Writer's Notebook Activities <ul style="list-style-type: none"> Display and annotate graphic organizer Display and annotate rubric

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.</p> <p>W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p> <p>W.NW.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH narrative texts
--	---	--	---

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>W.NW.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>W.NW.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</p>		
<p>Lessons 6-10 -Prewriting II: Narrative Structure -Drafting I: Beginning the Draft -Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft</p>	<p>W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.WR.4.5 Conduct short research projects that use multiple reference sources (print and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify narrative structure ● Create a story map ● Craft an engaging beginning ● Use dialogue to develop a narrative ● Structure a draft purposefully ● Develop a satisfying conclusion ● Revise writing to properly punctuate dialogue ● Use direct and indirect dialogue in writing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>La Mariposa</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Narrative Essay graphic organizer ○ Writer's Notebook ○ Anchor Charts ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

<p>-Revising I: Grammar and Punctuation</p>	<p>non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.</p> <p>W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p> <p>W.NW.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.NW.4.3.B Use dialogue and</p>	<ul style="list-style-type: none"> • Catch and Release • Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ Model how to write the main idea and supporting evidence using HMH narrative texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process
---	---	--	---

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>description to develop experiences and events or show the responses of characters to situations.</p> <p>SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>W.NW.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</p>		
<p><u>Lessons 11-15</u> -Revising II: Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Review the rubric/learning targets ● Conference with peers about written work ● Revise drafts based on feedback from peers ● Edit drafts using complete sentences ● Use a variety of sentence types in writing ● Use commas when writing direct addresses ● Publish personal narratives ● Share personal narratives ● Speak loudly and clearly at an understandable pace ● Listen actively <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>La Mariposa</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Narrative Essay graphic organizer ○ Writer's Notebook ○ Anchor Charts ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH narrative texts

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>investigation of different aspects of a topic.</p> <p>W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.</p> <p>W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p> <p>W.NW.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.NW.4.3.B Use dialogue and description to develop experiences and events</p>	<ul style="list-style-type: none"> ● Catch and Release ● Peer Review ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process
--	--	---	---

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>or show the responses of characters to situations.</p> <p>SL.II.4.2</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>W.NW.4.3.C</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>		
--	---	--	--

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)