

**Swedesboro-Woolwich School District's Writing Curriculum Guidance Document**

**GRADE 4– Module 4 Narrative Story 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 4, narrative story writing, students will use their imagination and personal experiences to create a story with a clear beginning, middle, and end. They will start by developing characters, setting, and a plot that includes a problem and a solution. Students will learn to write with descriptive details and dialogue to make their stories more interesting and engaging. They will use transition words like “then,” “next,” and “finally” to show the order of events. As they write, students will focus on using strong word choices and complete sentences. After writing their first draft, they will revise their story to improve the flow and add more detail, and then edit for spelling, grammar, and punctuation before creating a final copy.

**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.NW.4.3.C**

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

### **SL.PE.4.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

### **L.VI.4.3.D**

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

## 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:	<b>W.NW.4.3.E</b> Provide a conclusion that follows from the narrated experiences or events.  <b>W.NW.4.3.C</b>	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>Identify the audience, and purpose of a narrative essay</li> <li>Review the rubric</li> <li>Introduce the focal text</li> <li>Establish a purpose for reading</li> <li>Make and describe personal connections to sources</li> <li>Explain the author's use of text</li> </ul>	<ul style="list-style-type: none"> <li>Texts               <ul style="list-style-type: none"> <li>Focal Text- <i>Love Will See You Through: Martin Luther King Jr.'s Six Guiding Beliefs</i></li> </ul> </li> <li>Materials               <ul style="list-style-type: none"> <li>Student HMH textbook</li> <li>Teacher handbook HMH textbook</li> <li>EPIC!.com</li> <li>Narrative Essay graphic organizer</li> <li>Writer's Notebook</li> </ul> </li> </ul>

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<p>Choosing a Topic</p>	<p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>W.WR.4.5</b></p> <p>Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p><b>W.WP.4.4.A</b></p> <p>Identify audience, purpose, and intended length of composition before writing.</p> <p><b>W.RW.4.7</b></p> <p>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><b>SL.PE.4.1.B</b></p> <p>Follow agreed-upon rules for</p>	<p>structure in an informational text</p> <ul style="list-style-type: none"> <li>● Use text details to predict information</li> <li>● Identify the main idea of an informational text</li> <li>● Use print or digital resources to determine a word's meaning</li> <li>● Plan the first draft of a story</li> <li>● Narrow the topic of the story</li> <li>● Select an audience and purpose for the story</li> <li>● Use the guidance of peers and adults to assist in the planning process</li> <li>● Engage in writing as a process</li> <li>● Summarize the events in a story</li> <li>● PPlan the first draft of a story</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom materials (crayons, markers, etc.)</li> <li>○ Instructional Vocabulary</li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the a central idea and topic sentence</li> <li>○ Display Anchor Charts (Task, Audience, and Purpose) (Narrative Elements)</li> </ul> </li> </ul>
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	<p>discussions and carry out assigned roles.</p> <p><b>L.VI.4.3.D</b></p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
<p><b>Lessons 6-10</b></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p><b>W.NW.4.3.E</b></p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.NW.4.3.C</b></p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>W.WR.4.5</b></p> <p>Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Develop a first draft by using a purposeful organizational structure</li> <li>• Develop a first draft with an engaging central idea</li> <li>• Develop a real events in a narrative</li> <li>• Write routinely over extended time frames</li> <li>• Identify the types of conflict in literary texts</li> <li>• Engage in writing as a process</li> <li>• Compose the first draft of a story by clearly organizing the events to convey a central idea</li> <li>• Develop a draft with a purposeful structure</li> <li>• Write related paragraphs on a topic</li> <li>• Provide a conclusion that follows from narrated events</li> <li>• Develop and strengthen writing by revising</li> <li>• Revise writing for clarity</li> <li>• Pose and respond to questions</li> <li>• Engage in writing as a process</li> <li>• Revise drafts for clarity of content, with support from peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>Love Will See You Through: Martin Luther King Jr.'s Six Guiding Beliefs</i></li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Types of Conflict) (Task, Audience, and Purpose) (Narrative Elements)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> <li>○ Small group conferences</li> <li>○ Targeted Grammar</li> </ul> </li> </ul>

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	<p><b>W.WP.4.4.A</b></p> <p>Identify audience, purpose, and intended length of composition before writing.</p> <p><b>W.RW.4.7</b></p> <p>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><b>SL.PE.4.1.B</b></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>L.VI.4.3.D</b></p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	
<p><b><u>Lessons 11-15</u></b></p> <p>-Revising II: Conferencing</p>	<p><b>W.NW.4.3.E</b></p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Review the rubric/learning targets</li> <li>• Conference with peers about written</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>Love Will See You Through: Martin Luther King Jr.'s Six Guiding Beliefs</i></li> </ul> </li> </ul>

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<p>-Revising III: Sentence Sense and Direct Address</p> <p>-Editing I: Peer Proofreading</p> <p>-Publishing</p> <p>-Sharing</p>	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.NW.4.3.C</b></p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>W.WR.4.5</b></p> <p>Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p><b>W.WP.4.4.A</b></p> <p>Identify audience, purpose, and intended length of composition before writing.</p> <p><b>W.RW.4.7</b></p> <p>Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks,</p>	<p>work</p> <ul style="list-style-type: none"> <li>● Revise drafts to provide clarity</li> <li>● Use the support of peers and adults to revise writing</li> <li>● Edit drafts to maintain complete sentences and subject-verb agreement</li> <li>● Edit drafts to ensure correct capitalization, punctuation, and spelling</li> <li>● Work respectfully with others</li> <li>● Publish written works as part of the writing process</li> <li>● Evaluate written work and re-consider writing goals</li> <li>● Work respectfully with others</li> <li>● Tell a story using descriptive details</li> <li>● Speak clearly and audibly at an understandable pace</li> <li>● Maintain eye contact with audience</li> <li>● Listen Actively</li> <li>● Ask and answer questions</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Peer Review</li> <li>● Teacher observation/conferencing/feedback</li> <li>● Editing Checklist (Anchor Chart)</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Narrative Essay graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts</li> <li>○ Peer Writing Review</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH narrative texts</li> <li>○ Review grammar linked with each lesson (worksheets)</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> </ul> </li> </ul>
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	<p>purposes, and audiences.</p> <p><b>SL.PE.4.1.B</b></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>L.VI.4.3.D</b></p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)