

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 4– Module 5 Expository Essay

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 5, expository writing, students will focus on explaining a topic or giving information in a clear and organized way. They will begin by choosing a topic they know about or have researched, and then write a main idea statement to tell what the essay is about. Students will use facts, details, and examples to support their main idea in the body paragraphs. They will organize their writing with an introduction, body, and conclusion, and use transition words like “first,” “next,” and “in conclusion” to guide the reader through their ideas. Throughout the writing process, they will work on using clear language and complete sentences. Students will also revise their writing to make sure it makes sense and includes enough detail, and then edit for correct spelling, punctuation, and grammar.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

W.IW.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

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W.AW.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.NW.4.3.E

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

W.AW.4.1.B

Provide reasons that are supported by facts from texts and/or other sources.

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.

SL.PE.4.1.B

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

W.WP.4.4.B

Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

L.KL.4.1.A

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

W.WP.4.4.C

Consider writing as a process, including self-evaluation, revision and editing.

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
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<p>-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic</p>	<p>W.AW.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.AW.4.1.B Provide reasons that are supported by facts from texts and/or other sources.</p> <p>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.</p> <p>SL.PE.4.1.B Follow agreed-upon rules for</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify the audience, and purpose of a narrative essay Review the rubric Introduce the focal text Brainstorm words and phrases on a topic Use background knowledge to prepare to read Read informational text with purpose and understanding Read and understand domain-specific vocabulary Use context to determine meaning Use print or digital resources to determine a word's meaning Understand the features of an expository essay Set goals for writing Evaluate several possible topics Choose a topic Understand features of an expository Create a research plan Identify a central idea about a topic Identify the transition words in a text Identify the conclusion in a text <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"> Texts <ul style="list-style-type: none"> Focal Text- <i>Mr. Ferris and His Wheel</i> Materials <ul style="list-style-type: none"> Student HMH textbook Teacher handbook HMH textbook EPIC!.com Narrative Essay graphic organizer Writer's Notebook Classroom materials (crayons, markers, etc.) Instructional Vocabulary Display Anchor Charts (Informational Text) 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 a central idea and topic sentence
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	<p>discussions and carry out assigned roles.</p> <p>W.WP.4.4.B</p> <p>Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>L.KL.4.1.A</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>W.WP.4.4.C</p> <p>Consider writing as a process, including self-evaluation, revision and editing.</p>		
<p><u>Lessons 6-10</u></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</p>	<p>W.AW.4.1.A</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.NW.4.3.E</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Draft multi-paragraph expository essays ● Use literary devices in an expository essay ● Identify the central idea in a text ● Identify the conclusion in an informational text ● Draft a conclusion ● Identify chronological order ● Revise drafts ● Revise an expository essay 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Mr. Ferris and His Wheel</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 (Central Idea) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric

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<p>Draft -Revising I: Grammar and Punctuation</p>	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.AW.4.1.B</p> <p>Provide reasons that are supported by facts from texts and/or other sources.</p> <p>W.WR.4.5</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>SL.PE.4.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.WP.4.4.B</p> <p>Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</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 HMM narrative texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process ○ Small group conferences ○ Targeted Grammar
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	<p>L.KL.4.1.A</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>W.WP.4.4.C</p> <p>Consider writing as a process, including self-evaluation, revision and editing.</p>		
<p><u>Lessons 11-15</u></p> <p>-Revising II: Conferencing</p> <p>-Revising III: Sentence Sense and Direct Address</p> <p>-Editing I: Peer Proofreading</p> <p>-Publishing</p> <p>-Sharing</p>	<p>W.AW.4.1.A</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.NW.4.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.AW.4.1.B</p> <p>Provide reasons that are supported by facts from texts</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 to provide clarity ● Use the support of peers and adults to revise writing ● Edit drafts to maintain complete sentences and subject-verb agreement ● Use both a print and an online dictionary to check spelling ● Proofread classmates' writing for capitalization, punctuation, and correct spelling ● Publish writing ● Share writing ● Hold a collaborative discussion <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 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Mr. Ferris and His Wheel</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 ○ Peer Writing Review ● 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 ○ Review grammar linked with each lesson (worksheets) ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process

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	<p>and/or other sources.</p> <p>W.WR.4.5</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>SL.PE.4.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.WP.4.4.B</p> <p>Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>L.KL.4.1.A</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>W.WP.4.4.C</p>	<ul style="list-style-type: none"> • Peer Review • Teacher observation/conferencing/feedback • Editing Checklist (Anchor Chart) 	
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	Consider writing as a process, including self-evaluation, revision and editing.		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)