

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

**GRADE 4– Module 6 Writing a Letter**

**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 6, letter writing, students will learn how to communicate their thoughts clearly and respectfully for a specific purpose and audience. They will begin by choosing the type of letter they want to write, such as a friendly letter, thank-you letter, or a persuasive letter. Students will use the correct format, including the date, greeting, body, closing, and signature. In the body of the letter, they will organize their ideas into clear paragraphs and use complete sentences to explain their message or request. They will also practice using a respectful tone and proper punctuation. After writing their first draft, students will revise to make their ideas clearer and more detailed, and then edit for grammar, spelling, and formatting before completing their final copy.

**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<br/>-Priming the Text and The Read<br/>-Vocabulary<br/>-The Writing Process<br/>-Prewriting I: Choosing a Topic</p> | <p><b>W.AW.4.1.A</b><br/>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><b>W.NW.4.3.E</b><br/>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.AW.4.1.B</b><br/>Provide reasons that are supported by facts from texts and/or other sources.</p> <p><b>W.WR.4.5</b><br/>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>SL.PE.4.1.B</b><br/>Follow agreed-upon rules for</p> | <p><b>Obj. We are learning to:</b></p> <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>● Describe personal connections to text</li> <li>● Establish purpose for reading</li> <li>● Recognize central idea in informational text</li> <li>● Explain use of text structure</li> <li>● Recognize organizational patterns in informational text</li> <li>● Read and understand domain-specific vocabulary</li> <li>● Use context to determine meaning</li> <li>● Use word-reference materials</li> <li>● Use word parts to clarify meaning</li> <li>● Understand features of correspondence</li> <li>● Understand parts of a formal letter</li> <li>● Use multiple prewriting strategies to plan writing</li> <li>● Conduct research for writing</li> <li>● Draft a formal letter</li> <li>● Use organizational patterns correctly</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>● Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>Coral Reefs</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>○ Classroom materials (crayons, markers, etc.)</li> <li>○ Instructional Vocabulary</li> <li>○ Display formal letter chart</li> <li>○ Anchor Charts (Parts of a Formal Letter)</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 a central idea and topic sentence</li> </ul> </li> </ul> |
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|  | <p>discussions and carry out assigned roles.</p> <p><b>W.WP.4.4.B</b></p> <p>Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>L.KL.4.1.A</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>W.WP.4.4.C</b></p> <p>Consider writing as a process, including self-evaluation, revision and editing.</p> |   |  |
| <p><b><u>Lessons 6-10</u></b></p> <p>-Prewriting II:<br/>Narrative Structure</p> <p>-Drafting I:<br/>Beginning the Draft</p> <p>-Drafting II:<br/>Elements of a Narrative</p> <p>-Drafting III:<br/>Concluding the</p> | <p><b>W.AW.4.1.A</b></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><b>W.NW.4.3.E</b></p>   | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Draft a formal letter</li> <li>● Write using organizational patterns</li> <li>● Use formal language</li> <li>● Work collaboratively to improve writing</li> <li>● Use strategies to revise a draft</li> <li>● Use word-reference resources</li> <li>● Identify synonyms</li> <li>● Work collaboratively</li> <li>● Improve writing skills</li> <li>●</li> </ul> | <ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i><b>Coral Reefs</b></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 (Central Idea)</li> <li>○ Plastic baggies, colored index cards, markers, tape, dictionary</li> </ul> </li> <li>● Activities</li> </ul> |

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| <p>Draft<br/>-Revising I:<br/>Grammar and<br/>Punctuation</p> | <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.AW.4.1.B</b></p> <p>Provide reasons that are supported by facts from texts and/or other sources.</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>SL.PE.4.1.B</b></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.WP.4.4.B</b></p> <p>Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</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> | <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>○ 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> |
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|  | <p><b>L.KL.4.1.A</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>W.WP.4.4.C</b></p> <p>Consider writing as a process, including self-evaluation, revision and editing.</p>  |  |  |
| <p><b><u>Lessons 11-15</u></b></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><b>W.AW.4.1.A</b></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><b>W.NW.4.3.E</b></p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.AW.4.1.B</b></p> <p>Provide reasons that are supported by facts from texts</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 work</li> <li>● Write correctly formed sentences</li> <li>● Apply correct punctuation</li> <li>● Use correct capitalization</li> <li>● Proofread writing for mechanics</li> <li>● Publishwriting</li> <li>● Use technology to assist with writing</li> <li>● Share writing</li> <li>● Hold a collaborative discussion</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>● Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i><b>Coral Reefs</b></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 (Editing Checklist) (Proofreading Marks)</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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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.

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

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|  | Consider writing as a process,<br>including self-evaluation, revision<br>and editing. |  |  |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)