

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 4– Module 7 Imaginative Story

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 7, imaginative story, students will use their creativity to invent characters, settings, and exciting plots that are not based on real life. They will begin by brainstorming fun and original ideas, deciding who the characters are, where the story takes place, and what problem or adventure the characters will face. Students will organize their stories with a clear beginning, middle, and end, and use descriptive language and dialogue to bring their story to life. They will also use transition words like “suddenly,” “meanwhile,” and “after that” to help the story flow smoothly. As they write, students will focus on making their stories interesting and unique, and after finishing their draft, they will revise to add more detail or improve the structure. Finally, they will edit for spelling, grammar, and punctuation before sharing their finished imaginative story.

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.

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.

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.

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).

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W.AW.4.1.D

Provide a conclusion related to the opinion presented

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	<p>W.IW.4.2.A</p> <p>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.</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"> ● Identify the audience, and purpose of a narrative essay ● Review the rubric ● Introduce the focal text ● Acquire and use academic words and phrases ● Use context to determine a word's meaning ● Use print or digital resources to determine a word's meaning ● Engage in writing as a process ● Use prewriting strategies to plan the first draft of an imaginative story ● Use guidance from adults during the planning process ● Plan an imaginative story ● Narrow the topic of the story ● Select an audience and purpose for the story ● Use the guidance of peers and adults to assist in the planning process ● Describe in depth the characters, setting, and events, in a story 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Coral Reefs</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 formal letter chart ○ Anchor Charts (Narrative Elements) ● 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 ○ Writers Notebook activities

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	<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>L.KL.4.1.A</p>	<ul style="list-style-type: none"> • Plan the first draft of an imaginative story <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 	
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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.

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.

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).

W.AW.4.1.D

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Lessons 6-10 -Prewriting II: Narrative Structure -Drafting I: Beginning the Draft -Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft -Revising I: Grammar and Punctuation	<p>W.IW.4.2.A</p> <p>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.</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 and/or other</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Compose an informational free write featuring a topic sentence ● Develop a first draft by organizing its structure and developing an engaging idea ● Write in a short time frame ● Examine and identify types of conflict in literary texts. ● Engage in writing as a process. ● Compose the first draft of an imaginative story. ● Recognize the pattern of organization in a literary text. ● Identify resolution in a literary text. ● Organize and develop the structure and ideas of a first draft. ● Use transition words to manage a sequence of events. ● Revise a literary text to improve its organization and clarity of content. ● Pose and respond to questions. ● Engage in writing as a process. ● Revise drafts for clarity of content, with support from peers and adults <p>Suggested Formative Assessment(s):</p>	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Coral Reefs</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 (Narrative Elements) (Types of Conflict) ○ Plastic baggies, colored index cards, markers, tape, dictionary ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ 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>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> <p>Consider writing as a process,</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 	
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	<p>including self-evaluation, revision and editing.</p> <p>W.IW.4.2.A</p> <p>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.</p> <p>L.VI.4.3.D</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>.</p> <p>W.AW.4.1.D</p> <p>Provide a conclusion related to the opinion presented</p>		
<p><u>Lessons 11-15</u></p> <p>-Revising II: Conferencing</p>	<p>W.IW.4.2.A</p> <p>Introduce a topic clearly and group</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Review the rubric/learning targets ● Conference with peers about 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Coral Reefs</i> ● Materials

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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>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.</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 and/or other sources.</p> <p>W.WR.4.5</p> <p>Conduct short research projects that use multiple reference sources</p>	<p>written work</p> <ul style="list-style-type: none"> ● Utilize elements of style, such as word ● choice. ● Choose words to convey ideas precisely. ● Revise drafts to provide clarity. ● Use the support of peers and adults to ● revise writing. ● Edit drafts to check for elements of an ● imaginative story. ● Edit drafts to maintain complete sentences and subject-verb agreement. ● Edit drafts to ensure correct capitalization and punctuation. ● Work respectfully with others. ● Edit drafts to check for elements of an ● imaginative story. ● Edit drafts to maintain complete sentences and subject-verb agreement. ● Edit drafts to ensure correct capitalization and punctuation. ● Work respectfully with others. ● Speak clearly and audibly at an understandable pace. ● Maintain eye contact with the audience. ● Listen actively and ask specific and relevant questions. ● Answer questions to clarify information. ● Work respectfully with others. 	<ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Narrative Essay graphic organizer ○ Writer's Notebook ○ Anchor Charts (Editing Checklist) (Improve Word Choices) (Proof Reading Marks) ○ 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>(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> <p>Consider writing as a process, including self-evaluation, revision and editing.</p> <p>W.IW.4.2.A</p> <p>Introduce a topic clearly and group</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 ● Peer Review ● Teacher observation/conferencing/feedback ● Editing Checklist (Anchor Chart) 	
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	<p>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.</p> <p>L.VI.4.3.D</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>.</p> <p>W.AW.4.1.D</p> <p>Provide a conclusion related to the opinion presented</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)