

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 4– Module 8 Opinion 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 8, opinion writing, students will learn to clearly express their thoughts and support their opinions with reasons and examples. They will begin by choosing a topic they care about and stating their opinion in a clear thesis statement. Then, they will plan and organize their ideas, using an introduction to hook the reader, body paragraphs to explain their reasons, and a conclusion to restate their opinion. Students will also learn how to use linking words like “because,” “for example,” and “also” to connect their ideas. Throughout the process, they will revise their writing to make it clearer and more persuasive, and edit for correct grammar, spelling, and punctuation.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

SL.PE.4.1.B

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

W.NW.4.3.E

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

W.NW.4.3.C

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.

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>SL.PE.4.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.4.3.E</p> <p>Provide a conclusion that follows from the narrated</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 Use print or digital resources to determine a word's meaning Learn new vocabulary associated with argumentative texts Plan the first draft of parts Use the guidance of peers and adults to assist in the planning process 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>The Kite Fighters</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.) Activities <ul style="list-style-type: none"> Display and annotate graphic organizer Display and annotate rubric

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	<p>experiences or events.</p> <p>W.NW.4.3.C</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</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>W.WP.4.4.A</p> <p>Identify audience, purpose, and intended length of composition before writing.</p> <p>W.RW.4.7</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>	<ul style="list-style-type: none"> • Plan the first draft of an opinion essay • Select an audience and purpose for the essay • Use a graphic organizer to assist in the planning process • Develop a first draft by using a purposeful organizational structure • Develop a first draft with an engaging central idea and topic sentence • Write an introduction to an opinion essay <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 a central idea and topic sentence
<p>Lessons 6-10</p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p>	<p>SL.PE.4.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.4.3.E</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Use persuasive language to convey an engaging idea supported by reasons • Compose an argumentative text featuring a purposeful organizational 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Kite Fighters</i> • Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook

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<p>-Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft -Revising I: Grammar and Punctuation</p>	<p>Provide a conclusion that follows from the narrated experiences or events. W.NW.4.3.C 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.</p>	<p>structure</p> <ul style="list-style-type: none"> • Develop a draft with a purposeful structure that includes an introduction, body, and conclusion • Group related ideas into paragraphs • Develop an opinion essay by providing for the opinion • Use the revising process to edit drafts • Revise drafts by using punctuation for effect • Use the support of peers and adults to strengthen writing during revision • Show values for the contributions of others • Revise drafts for clarity • Revise drafts to strengthen support and provide clarity • Provide reasons supported by facts and details • Link opinions and reasons using words and phrases <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"> ○ 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 HMM narrative texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process
<p><u>Lessons 11-15</u> -Revising II:</p>	<p>SL.PE.4.1.B Follow agreed-upon rules</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Review the rubric/learning targets • Conference with peers about written 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Kite Fighters</i> • Materials

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<p>Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>for discussions and carry out assigned roles. W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events. W.NW.4.3.C 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,</p>	<p>work</p> <ul style="list-style-type: none"> ● Revise drafts to provide clarity ● Use transitions to link opinions, reasons, and other details ● Edit drafts to maintain complete sentences and subject-verb agreement ● Edit drafts to ensure correct capitalization, punctuation, and spelling ● Work respectfully with others ● Publish written works as part of the writing process ● Use technology, such as the internet, to produce and publish writing ● Speak clearly and audibly at an understandable pace ● Listen actively and ask specific and relevant questions ● Answer questions to clarify information <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 	<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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	and audiences.		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)