

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

### GRADE 4– Module 11 Poem

#### 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 11, writing poems, students will explore creative ways to express their thoughts, feelings, and ideas through rhythm, sound, and vivid language. They will learn about different types of poems, such as acrostic, haiku, free verse, and rhyming poems, and experiment with using line breaks, stanzas, and figurative language like similes and metaphors. Students will choose topics that inspire them—such as nature, emotions, or special memories—and use descriptive words to paint pictures with their writing. They will focus on how a poem sounds when read aloud, paying attention to word choice, repetition, and patterns. After writing their poems, students will revise to make their language stronger and more expressive, and then edit for spelling and punctuation where needed, while still keeping the creative style of their poem intact.

#### 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><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 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>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Establish purpose for reading.</li> <li>● Explain use of text structure.</li> <li>● Read and understand domain-specific vocabulary.</li> <li>● Identify and use sensory language.</li> <li>● Use word-reference materials.</li> <li>● Use word parts to clarify meaning.</li> <li>● Understand the structure of limericks.</li> <li>● Write a limerick.</li> <li>● Understand the structure of a haiku.</li> <li>● Understand the structure of a tanka.</li> <li>● Write a haiku.</li> <li>● Write a tanka</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>A Strange Place to Call Home</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>○ Writer's Notebook</li> <li>○ Instructional Vocabulary</li> <li>○ Display Anchor Charts (Different Types of Poems)</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 of a poem</li> <li>○ Model how to write the a central idea and different types of poems</li> </ul> </li> </ul>
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	<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>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: Narrative Structure</p> <p>-Drafting I:</p>	<p><b>W.AW.4.1.A</b></p> <p>Introduce a topic or text clearly, state an opinion, and</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Understand the structure of an ode.</li> <li>Write an ode.</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Focal Text- <i><b>A Strange Place to Call Home</b></i></li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Student HMH textbook</li> <li>Teacher handbook HMH textbook</li> </ul> </li> </ul>

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<p>Beginning the Draft -Drafting II: Elements of a Narrative -Drafting III: Concluding the Draft -Revising I: Grammar and Punctuation</p>	<p>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 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</p>	<ul style="list-style-type: none"> <li>● Understand the structures of poems.</li> <li>● Analyze rhyme and meter in poetry forms.</li> <li>● Compare and contrast poem structures.</li> <li>● Write a couplet, tercet, and quatrain.</li> <li>● Draft a series of poems.</li> <li>● Write poetry in different forms.</li> <li>● Use features of poetry correctly.</li> <li>● Use sensory language.</li> <li>● Strengthen writing through word choice.</li> <li>● Complete a draft of a series of poems.</li> <li>● Use rules of poetic forms 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>○ EPIC!.com</li> <li>○ Writer's Notebook</li> <li>○ Instructional Vocabulary</li> <li>○ Display Anchor Charts (Elements of Poetry)</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 of a poem</li> <li>○ Model how to write the a central idea and different types of poems</li> </ul> </li> </ul>
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	<p>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 11-15</u></b></p> <p>-Revising II: Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer</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</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Revise poems for clarity and structure.</li> <li>● Work collaboratively to improve writing.</li> <li>● Proofread writing for mechanics, grammar, and conventions.</li> <li>● Publish Writing</li> <li>● Share writing</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>A Strange Place to Call Home</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>○ Poem graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts</li> <li>○ Peer Writing Review</li> </ul> </li> </ul>

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<p>Proofreading -Publishing -Sharing</p>	<p>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 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,</p>	<ul style="list-style-type: none"> <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>● 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 HMM poems</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>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>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)