Daily Writing / ELA Block - Grade 4	60 Minute Uninterrupted Instructional Block

Foci: **Writing, Speaking, Listening, and Using Language**	**Assessment Evidence**	**Aligned Resources**
Common Core Standards for English Language Arts The standards listed here focus on what is essential but do not describe all that can or should be taught.		

Writing Standards

By the end of grade 4 students will:

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 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.
 b. Provide reasons that are supported by facts and details.
 c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 d. Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 a. Orient the reader by establishing a situational introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 c. Use a variety of transitional words and phrases to manage the sequence of events.
 d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 e. Provide a conclusion that follows from the narrated experiences or events.

Writing:
- Writing sample – Diagnostic
- Descriptive writing
- Narrative writing
- Creative writing
- Expository writing
- Persuasive writing
- Writing sample – Summative writing sample (fall and spring)
- Writing about reading and/or media
- Friendly letter/message
- Exit paper
- Writing to contribute to group research report

Common assessment tools:
- MPS Writing Rubrics
    - Formative
    - Summative
- MPS Research Rubrics
    - Formative
    - Summative

Assessment tools:

GRASPS

SPS Guide – Writing

- Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts)
- Writing tools (including digital tools)
- Equipment/tools for modeling and sharing writing
- Writing process
- Writing strategies based on best practices in writing
- Elements of curriculum alignment
- Writing supplies
- Word walls and other resources such as picture/word dictionaries and thesauruses
- District-adopted rubrics
- MPS ELA Portal Resources
- Visuals and other media
- Vocabulary A-Z
- Discovery Education *Streaming*
- MY Access!
- Anchor papers and writing exemplars
- MPS Writing Guides
-Descriptive
-Narrative
-Expository
-Persuasive

Production and Distribution of Writing	Other assessment evidence:	Six Trait Writing Resources

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., "Explain how an author uses reasons and evidence to support particular points in a text"]).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards
By the end of grade 4, students will:

Comprehension and Collaboration:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared; having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

Other assessment evidence:

- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media

- Oral Presentation
- Informative Oral Presentation
- Listening Assessment
- Discussion Assessment
- Design and Creation of Media Product (Presentation or Tangible Artifact)

SPS Guide – English Language Arts

Six Trait Writing Resources

Overview
Ideas
Organization
Voice
Word Choice
Sentence Fluency & Variety
Conventions
Presentation

Write Source (student edition)
Writing Process pp. 3-20
Traits of Writing pp. 21-30

Descriptive Writing pp. 63-74
Narrative Writing pp. 63-74
Expository Writing pp. 143-175
Persuasive Writing pp.
Practical Writing pp. 244-247
Response to Literature pp. 257-297
Creative Writing pp. 298-319
Story Writing pp. 299-306
Research Writing:
Building Skills pp. 320-336
Research Report pp. 337-362
Presentations pp. 363-378

iSeek!

Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)
Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)

Write Source (student edition)
Speaking and Listening pp. 369-378; 393-398
Multimedia pp. 394-398; 195-233; 363-372; 395-398

Strategies and Approaches
Think, Pair, Share (Lyman, 1981)
Think, Ink, Pair, Share (Billmeyer, 2003)

Presentation of Knowledge and Ideas
4. Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

Language Standards
By the end of grade 4, students will:

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 b. Form and use the progressive (e.g., I *was walking; I am walking I will be walking*) verb tenses.
 c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 e. Form and use prepositional phrases.
 f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 g. Correctly use frequently confused words (e.g., *to too, two; there, their*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 a. Use correct capitalization.
 b. Use commas and quotation marks to mark direct speech and quotations from a text.
 c. Use a comma before a coordinating conjunction in a compound sentence.
 d. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 a. Choose words and phrases to convey ideas precisely.
 b. Choose punctuation for effect.
 c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

Rubrics:
- Speaking Rubrics

    - Formative
    - Summative

- Listening Rubrics
    - Formative
    - Summative

- Discussion Rubrics
    - Formative
    - Summative

- Media Rubrics
    - Formative
    - Summative

- Technology Rubrics
    - Formative
    - Summative

Language:
Accurate use of conventions in writing and speaking

- MPS Writing Rubrics – Conventions
    - Formative
    - Summative

Language:
Appropriate use of on-level vocabulary

- MPS Language Rubrics
    - Formative
    - Summative

Looping (Elbow, 1998)
   Collaborative Learning (Johnson and Johnson, 1999)
   Reciprocal Teaching (Palincsar, 1994)
   Discussion Webs (Alvermann, 1991)
   Reflection Journal (Zemelman, Daniels, and Hyde; 1993)

Write Source (student edition)
Working with Words (conventions) pp. 408-430; 570-605
Kinds of sentences pp. 441
Declarative pp. 479.1
Exclamatory pp. 441, 480.4
Interrogative pp. 441, 480
Imperative pp. 441, 479.1
Using the Right Word pp. 536-559
Write Trait Kits (conventions)

MY Access!

Great Source online resources

   MPS Vocabulary List for Grade Four – English language arts
   Marzano - Six Step Process (2004)
   Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
   Talk Aloud (Baumann and Schmitt, 1986)
   Explicit Modeling (Roehler and Duffy, 1991)
   Implicit Modeling (Roehler and Duffy, 1991)
   Read Aloud (Allen, 2000)
   Think Aloud (Clark, 1984; Meichenbaum, 1985)
   Word Learning Strategies (Graves, 2006):
   - Use Context Clues
   - Analyze Word Parts
   - Check a Dictionary
   Word Consciousness (Scott and Nagy, 2004)

Writing Standards	Writing:	

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	Common assessment tools:
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	  - Formative
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	Assessment tools:
	
	GRASPS
	
	SPS Guide – Writing
		• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts)
		• Writing tools (including digital tools)
		• Equipment/tools for modeling and sharing writing
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		• Writing supplies
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		-Narrative
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		-Persuasive

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group:** Strategic, Explicit Instruction **Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations** – Application and Practice **Whole Group**: Sharing and Wrap Up	Universal Approaches, Modes, Skills, and Strategies
Introduction (5 minutes) **Goal = Connect** The teacher will: • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. • Communicate the learning intention. **Whole Group (10 minutes)** **Goal = Build** The teacher will: • Introduce the mini-lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers' craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer's notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share	**Best Practices in Writing** (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008) • Writers' Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer **Approaches** (Graham and Perin, 2007) • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas **Differentiated Instruction During Small Group Instruction** (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999) • Content • Process • Product • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) **Six Traits of Effective Writing** (Spandel, 2009) Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions **Students in grade four will review and enhance the following skills that writers use** (Tomkins, 2010)

Small Groups (35 minutes)
Goal = Reach

The teacher will:

- Organize classroom for effective small group work.
- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the focus of learning intention of the lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning.

Structuring Skills
Mechanical Skills
Language Skills
Reference Skills
Handwriting Skills
Computer Skills

Modes (Cooper, 2003)
Write Aloud [Modeled] Writing
Shared Writing
Guided Writing
Interactive Writing (Tompkins, 2008)
Collaborative/Cooperative Writing
Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:
Sentence Unscrambling
Sentence Imitating
Sentence Combining
Sentence Expanding

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

English Language Learners:	Students with Disabilities (per IEP)*
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials	Assistive technology (writing) • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems

English Language Learners: (left column detail)

Content Objective(s)
Language Objective(s)
Key Vocabulary
Supplementary Materials

Preparation	*Scaffolding*	*Grouping Options*
Adaptation of Content	Modeling	Whole class
Links to Background	Guided practice	Small groups
Links to Past Learning	Independent practice	Partners
Strategies incorporated	Comprehensible input	Independent

Integration of Processes	*Application*	*Assessment*
Reading	Hands-on	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

**NOT an exhaustive list