### 4th Grade Writing Overview 2018-2019

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

#### Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** – Big ideas create connections in learning. They anchor all the smaller isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

#### Parent Supports

The following resources provide parents with ideas to support students’ understanding

- How to Help Children Edit and Revise
- How to Help Children Write a Story
- How to encourage Higher Order Thinking
- How to Start a Writer’s Notebook

#### Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing Workshop, Phonics and Word Study.
**Interactive Read Aloud** - Teachers model and guide students to use reading strategies and notice techniques that authors use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop** - During Reading Workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will confer with the student or work with small groups.

**Writing Workshop** - During Writing Workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will confer with the student or work with small groups.

**Phonics and Word Study** - During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

**Adopted Resources**
Elementary: [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

<table>
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<th>Grading Period 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit #1: Launching Writing Workshop</strong></td>
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<tr>
<td>Estimated Date Range: 8/15/18-9/7/18</td>
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</table>

**Unit Overview:**
The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students. Teachers follow a framework to teach the writing process and to model writing strategies:
- Mini-lesson: teach the writing process and model writing strategies
- Independent Writing: provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics
- Conferring: provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions
- Share Time: provides opportunities for students to discuss and share what they have written

In the first concept, *We Are All Writers*, writers will learn the expectations, procedures, and routines for writing workshop. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.

In the second concept, *Writers Use the Writing Process*, writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.

**Big Ideas:**
- Writers use their Writer’s Notebook to live like a writer, set goals for writing, and push themselves to write more.
- Writers try out ideas they’ve seen other writers use in mentor text and in the classroom.
- Writers discuss their writing with others, giving and accepting feedback.

**Essential Questions**
- How do writers create writing lives for themselves?
- How do writers grow?
- How do writers contribute to a writing community?

**Concepts within Unit #1**

<table>
<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
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</table>
### Concept #1: We are all writers.

<table>
<thead>
<tr>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td>4.27A, 4.27B, 4.28A, 4.29A, 4.20A(i), 4.20A(ii), 4.20B, 4.20C, 4.21A</td>
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</table>

### Concept #2: Writers use the writing process.

<table>
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<th>TEKS</th>
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<tbody>
<tr>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.20A(vii), 4.20C, 4.21C(i), 4.21A, 4.21B(i), 4.21B(ii), 4.21B(iii)</td>
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### Unit #2: Personal Narrative: Focusing on the Message

**Estimated Date Range:** 9/10/18 - 10/12/18

**Unit Overview:**
In this unit, students will write personal narratives.

In concept one, *When Writers Write Personal Narratives, They Write About Small Moments in Time*, writers focus on choosing a small moment. Once writers choose their moment, they think about the heart of the story and stretch it out to elaborate on the important points for their readers.

In concept two, *Writers Craft Internal and External Dialogue to Share Their Intended Message Using a Moment in Time in Which They Learned Something*, writers think about the message they want to share with the reader about what they learned from their moment. Writers begin to think about how to achieve their purpose through craft. Writers also identify feelings they want to evoke in the reader and craft them in their writing.

**Big Ideas:**
- Personal narrative writers write about small moments in their lives and zoom in on the moments to share them with the reader.
- Personal narrative writers have a meaning or message they are trying to share in their writing. Writers think about their message as they plan and craft their writing so that their message is clear for the reader.
- Writers learn from mentor authors by noticing what the author has done and then try out the technique in their own writing.
- Writers revise and edit their writing in order to make their purpose clear for the reader.

**Essential Questions:**
- How do writers choose and focus on ideas for their personal narratives?
- How do personal narrative writers share the deeper meaning of their stories?
- How do writers analyze mentor texts, and then use their analysis to make their own writing more powerful?
- How do writers ensure their message is clear for the reader?

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<thead>
<tr>
<th>Concepts within Unit #2</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td>2: Writers craft internal and external dialogue to share their intended message using a moment in which they learned something.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.17A, 4.21A, 4.21B(i), 4.21B(ii), 4.21B(iii)</td>
</tr>
</tbody>
</table>

### Unit 3: Expository Writing—Focusing on Central Idea

**Estimated Date Range:** 10/15/18 - 10/18/18

**Unit Overview:**
In this unit, students will write expository text, which centers on a central idea and supporting details.

In the first concept, *When Writers Write Expository Text, They are Explaining Something to the Reader*, writers will learn that expository writing explains something and has a central idea with supporting details. Writers will learn how to craft a central idea that is narrow and focused.

In the second concept, *In Expository Writing, Writers Add Details to Support Their Central Idea*, writers will focus on how to add details to that support the central idea and are connected to each other.
### Big Ideas:
- Writers write expository text to explain something to the reader.
- Expository writing has a narrow and focused central idea and all details must support the central idea.
- Writers revise and edit their writing in order to make their purpose clear for the reader.

### Essential Questions
- What is the purpose of expository writing?
- How do expository writers stay focused?
- How do writers ensure their purpose is clear for the reader?

<table>
<thead>
<tr>
<th>Concepts within Unit #3</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: When writers write expository text, they are explaining something to the reader.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.18A(i), 4.18A(ii), 4.18A(iii), 4.10A, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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</tbody>
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### Word Study
**Estimated Date Range:** 8/15/18-10/18/18

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<tr>
<th>Concepts within 1st Grading Period</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Spelling</td>
<td>4.22C, 4.22B, 4.22D</td>
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</tbody>
</table>

### Grading Period 2

**Unit 3: Expository Writing—Focusing on Central Idea**
**Estimated Date Range:** 10/22/18-11/30/18

**Unit Overview:**
In this unit, students will write expository text, which centers on a central idea and supporting details.

In the first concept, *When Writers Write Expository Text, They are Explaining Something to the Reader*, writers will learn that expository writing explains something and has a central idea with supporting details. Writers will learn how to craft a central idea that is narrow and focused.

In the second concept, *In Expository Writing, Writers Add Details to Support Their Central Idea*, writers will focus on how to add details to that support the central idea and are connected to each other.

**Big Ideas:**
- Writers write expository text to explain something to the reader.
- Expository writing has a narrow and focused central idea and all details must support the central idea.
- Writers revise and edit their writing in order to make their purpose clear for the reader.

**Essential Questions**
- What is the purpose of expository writing?
- How do expository writers stay focused?
- How do writers ensure their purpose is clear for the reader?

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<thead>
<tr>
<th>Concepts within Unit #3</th>
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<tbody>
<tr>
<td>Concept #1: When writers write expository text, they are explaining something to the reader.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.18A(i), 4.18A(ii), 4.18A(iii), 4.10A, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
</tr>
<tr>
<td>Concept #2: In expository writing, writers support their central idea.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.18A(i), 4.18A(ii), 4.18A(iii), 4.10A, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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</table>
# Unit 4: Persuasive Writing

**Estimated Date Range:** 12/3/18 - 12/21/18

**Unit Overview:**
In this unit, readers will write persuasive text.

In concept 1, *Writers Craft Persuasive Essays*, writers will look at mentor text to understand the elements of persuasive writing. Writers will learn how to craft a claim and support it with persuasive arguments.

**Big Ideas:**
- Persuasive text calls readers to action or gives a proposed solution to a problem.
- Writers use essays to convince the reader that something is true and to try to make a real difference in the world.

**Essential Questions:**
- What is persuasive text?
- How do writers choose topics that matter to them?

### Concepts within Unit #4

<table>
<thead>
<tr>
<th>Concept #1: Writers craft persuasive essays.</th>
<th>TEKS</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.19A, 4.18B, 4.20A(iv), 4.20A(v), 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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### Word Study

**Estimated Date Range:** 10/22/18 - 12/21/18

<table>
<thead>
<tr>
<th>Concepts within 2nd Grading Period</th>
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</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>4.22A(i), 4.22A(ii), 4.22A(iv), 4.22B, 4.22D</td>
</tr>
</tbody>
</table>
Grading Period 3

Unit 5: Poetry—Playing with Author’s Craft
Estimated Date Range: 1/8/19-2/1/19

Unit Overview:
In this unit, students will write poems.

In concept 1, Writers Analyze Mentor Poems to Get Ideas, writers will analyze poems to get ideas and learn about the structure and organization of poetry.

In concept 2, Writers Use Craft to Achieve Their Purpose, writers will learn how to pick a structure and use poetic devices to achieve their purpose for writing.

Big Ideas:
- Poetry communicates stories, images, feelings, and ideas in a short, concise format.
- Poets use different literary devices to create meaning, imagery, and mood.
- Poets use a limited amount of words to convey their ideas; they care deeply about language, punctuation, and white space.

Essential Questions
- What is poetry?
- How do poems communicate stories, images, feelings, and ideas?
- Why do poets choose certain forms and poetic techniques when writing?

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<thead>
<tr>
<th>Concepts within Unit #5</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Writers analyze mentor poems to get ideas.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.16B, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
</tr>
<tr>
<td>Concept #2: Writers use craft to achieve their purpose.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.16B, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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Unit 6: Imaginative Writing-Focusing on Character Development
Estimated Date Range: 2/4/19-3/1/19

Unit Overview:
In this unit students will be writing imaginative stories. Students will use what they have learned about fiction text to craft stories.

In concept 1, Writers Craft Plot and Characters for Imaginative Writing, writers will use what they have learned about plot and characters to craft an imaginative story.

Big Ideas:
- Fiction writers often get the ideas for their stories from their own lives.
- Fiction writers develop characters, consider the motivation of their characters, and think about how their wants and desires impact the story and sequence of events.
- Fiction stories have a typical structure or arc, which fiction writers think about as they write.

Essential Questions
- How do writers come up with ideas for writing fiction?
- How do characters’ motivations and desires impact the development of the story?
- How do fiction writers organize their story?

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<tr>
<th>Concepts within Unit #6</th>
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<tbody>
<tr>
<td>Concept #1: Writers craft plot and characters for imaginative writing.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.16A, 4.20A(vi), 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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</table>
Unit #7: Expository Writing—Revising and Editing to Strengthen the Essay
Estimated Date Range: 3/4/19-3/8/19

Unit Overview:
In this unit, students will write expository text. This unit builds upon unit 3, Expository Writing—Focusing on Central Idea, as students continue to refine their expository writing skills.

In concept 1, Writers Respond to a Prompt, writers will learn how to generate ideas when given a prompt. Writers will learn how to use revision to ensure that their writing, including their central idea and supporting details, appropriately responds to a prompt.

In concept 2, Writers Analyze When Revising and Editing, writers will focus on revising and editing to ensure they have supported their central idea and that their ideas are clear for the reader. Writers will analyze multiple revision and editing moves to determine which makes the biggest impact on writing.

Big Ideas:
- Writers write expository text to explain something to the reader.
- Expository writing has a narrow and focused central idea and all details must support the central idea.
- Writers revise and edit their writing in order to make their purpose clear for the reader.

Essential Questions
- What is the purpose of expository writing?
- How do expository writers stay focused?
- How do writers ensure their message is clear for the reader?

Concepts within Unit #7

Concept #1: Writers respond to a prompt.
4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.18A(i), 4.18A(ii), 4.18A(iii), 4.10A, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A

Concept #2: Writers analyze when revising and editing.
4.15C, 4.15D, 4.20A(i), 4.20A(ii), 4.20A(iii), 4.20A(iv), 4.20A(v), 4.20A(vi), 4.20A(viii), 4.20B, 4.21B(i), 4.21B(ii), 4.21B(iii), 4.21C(i), 4.21C(ii), 4.21A, 4.27A, 4.27B, 4.28A, 4.29A, 4.29B, 4.29A

Word Study
Estimated Date Range: 1/8/19-3/8/19

Spelling
4.2A, 4.2B, 4.2C, 4.2D, 4.2E

Grading Period 4

Unit #7: Expository Writing—Revising and Editing to Strengthen the Essay
Estimated Date Range: 3/18/19-4/18/19

Unit Overview:
In this unit, students will write expository text. This unit builds upon unit 3, Expository Writing—Focusing on Central Idea, as students continue to refine their expository writing skills.

In concept 1, Writers Respond to a Prompt, writers will learn how to generate ideas when given a prompt. Writers will learn how to use revision to ensure that their writing, including their central idea and supporting details, appropriately responds to a prompt.
In concept 2, *Writers Analyze When Revising and Editing*, writers will focus on revising and editing to ensure they have supported their central idea and that their ideas are clear for the reader. Writers will analyze multiple revision and editing moves to determine which makes the biggest impact on writing.

**Big Ideas:**
- Writers write expository text to explain something to the reader.
- Expository writing has a narrow and focused central idea and all details must support the central idea.
- Writers revise and edit their writing in order to make their purpose clear for the reader.

**Essential Questions**
- What is the purpose of expository writing?
- How do expository writers stay focused?
- How do writers ensure their message is clear for the reader?

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<tr>
<td>Concept #1: Writers respond to a prompt.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.18A(i), 4.18A(ii), 4.18A(iii), 4.10A, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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<tr>
<td>Concept #2: Writers analyze when revising and editing.</td>
<td>4.15C, 4.15D, 4.20A(i), 4.20A(ii), 4.20A(iii), 4.20A(iv), 4.20A(v), 4.20A(vi), 4.20A(viii), 4.20B, 4.21B(i), 4.21B(ii), 4.21B(iii), 4.21C(i), 4.21C(ii), 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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**Unit 8: Writing about Reading—Literary and Informational Response**

**Estimated Date Range:** 4/23/19-5/24/19

**Unit Overview:**
In this unit, writers will write an analysis essay in response to a text they read. Students will build upon their writing about reading that they have done all year during Reading Workshop.

In concept 1, *Writers Share Their Thinking About the Text They Have Read*, writers will create a claim and support their claim with text evidence.

**Big Ideas:**
- An analysis essay shows the reader’s thinking about an idea and uses text evidence to support thinking.
- Writers choose an idea that can be supported with multiple pieces of text evidence.

**Essential Questions**
- What is an analysis essay?
- How do writers craft a claim about the text?

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<thead>
<tr>
<th>Concepts within Unit #8</th>
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<tbody>
<tr>
<td>Concept #1: Writers share their thinking about the text they have read.</td>
<td>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.10A, 4.18 B, 4.18C, 4.21A, 4.27A, 4.27B, 4.28A, 4.29A</td>
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</table>

**Word Study**
**Estimated Date Range:** 3/18/19-5/24/19

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<thead>
<tr>
<th>Concepts within 4th Grading Period</th>
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<tbody>
<tr>
<td>Spelling</td>
<td>4.22B, 4.22D</td>
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