

Fourth Grade Level Writing Map

Grade: 4

Course: 4th Grade Writing


South Seneca Elementary School

Developed by: *Stacey Clark*


Based on the Work of: *Deb Stasierowski, Roberta Beckhorn, Anne Crawford, Leo Guelpa*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	Journeys (3 weeks) Suggested time spent writing weekly: 225 minutes	Journeys (3 weeks) American Stories (1 week) Suggested time spent writing weekly: 225 minutes
Content	<p>Genre:</p> <ul style="list-style-type: none">• Personal Essay (teacher choice)• Information Essay (3 paragraphs -- teacher choice)• Poetry (read, discuss) <p>Literature Response: (1 x per week) Identify literary elements in each story (1 week, rest -- teacher choice). Model and introduce ELA format.</p> <p>Journal Writing: (content or personal -- 4 times per week) 10 minute quick-writes (teacher choice)</p> <p>On-Demand Task: Friendly letter, Thank-you note</p> <p>Writing Process: Instruct 4th grade expectations for writing process expectations; focus on revision strategies to develop writing -- including conferring with teachers, peers and cutting and pasting.</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer: Review 5-paragraph "hamburger" (from Level 3/4)</p> <p> Graphic Org 3-4.doc (File size: 27KB)</p> <p>Checklists for revising and editing: (to be developed)</p> <p>Benchmark for Composition: 5 paragraphs, minimum of 15 sentences, 80% spelling accuracy, proper capitalization, proper punctuation, spacing, indenting</p> <p>Six Traits of Writing: Content/Purpose (Ideas),</p>	<p>Genre:</p> <ul style="list-style-type: none">• News Article (8 Square School House) <p>Literature Response: (1 x per week) Character sketch/transformation (American Stories) (1 week, rest -- teacher choice). Revisit ELA format</p> <p>Journal Writing: (content or personal -- 4 times per week) Summarizing (teacher's choice)</p> <p>On-Demand Task: (1 x per week) Genesee Country Museum</p> <p>Writing Process: Review 6 steps to writing</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer:</p> <ul style="list-style-type: none">• Use 5 paragraph "hamburger" (Primary Level 3/4) <p>Checklists for revising and editing: (to be developed)</p> <ul style="list-style-type: none">• use checklist <p>Benchmark for Composition: 5 paragraphs, minimum of 18 sentences, 80% accuracy, proper capitalization, proper punctuation, spacing, indenting</p> <p>Six Traits of Writing: Organization, Voice</p>

	Organization	
Skills	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • write a complete sentence • answer a question in complete sentence • transfer questions into statements • write 5-8 sentences (leading up to 15 sentences) • write a paragraph (leading up to five paragraphs) • develop thesis sentence • develop topic sentence (main idea) • develop a story with a beginning, middle, end • stay on topic/keep the focus • develop voice • use relevant details to support topic • find and evaluate information • note-taking (use what's important) • write an interesting lead (interesting fact, question related to main idea) and introduction • write a good ending (reflection of feelings, personal experience related to the topic) • choose a title • introduce audience • use rubric for Content/Purpose and Organization • use clear transitions, sentence-to-sentence, paragraph-to-paragraph • understands topic • ideas and organization are clear <p><u>Note-taking:</u> story read orally (beginning of theme), first time listen, second time students take notes</p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • kinds of sentences • identify sentence fragments • subjects/predicates: complete sentences • combining sentences/compound sentences • review capitalization rules • review punctuation rules • indenting <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (thinking, interesting fact, strong statement, definition of terms) and introduction • write a good ending (quotation) • sentence fragments • write in essay format • use supporting facts and examples • develop plot • sequence events/order information/details • compound sentences (and, but) • use stanza, chapters, scenes • use rubric for Organization and Voice • write labels and captions for graphics to convey information (with assistance) <p><u>Note-taking:</u> story read orally (beginning of theme), first time listen, second time students take notes</p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • combining sentences/compound sentences • review capitalization rules • review punctuation rules • singular/plural nouns • capitalize proper nouns • commas in dates and places • use commas with and, but • indenting • sentence fragments • run-ons <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>

		*Use of proofreading marks
Assessment	<ul style="list-style-type: none"> • Rubric: SCS  Writing Rating Gr 4.doc (File size: 35KB) <ul style="list-style-type: none"> • Writing folder • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month) 	<ul style="list-style-type: none"> • Rubric: SCS • Writing folder • Self-assessment: to be developed for genres (use HM until developed) • Theme test: Journeys • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month)
Resources		

Fourth Grade Level Writing Map

Grade: 4

Course: 4th Grade Writing


South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Deb Stasierowski, Roberta Beckhorn, Anne Crawford, Leo Guelpa*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	American Stories (3 weeks) Suggested time spent writing weekly: 225 minutes	Imagination(2 weeks) Suggested time spent writing weekly: 225 minutes
Content	<p>Genre: Descriptive Essay (Native Americans: Long House Play, American Indian Daily Life)</p> <p>Literature Response: (1 x per week) Author's viewpoint (teacher choice)</p> <p>Journal Writing: (content or personal -- 4 times per week) descriptive paragraphs (theme-related/Native Americans)</p> <p>On-Demand Task: (1 x per week) Taking notes (North American Indians), constructing support (North American essay)</p> <p>Writing Process: Reminder of 6 steps of the writing process</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer:</p> <ul style="list-style-type: none"> 5 paragraph "hamburger" (Intermediate Level 4) <p> Graphic Org grade 4.doc (File size: 29KB)</p> <ul style="list-style-type: none"> Character sketch/transformation graphic organizer (to be developed -- see Tanya's Reunion - develop universal graphic organizer) <p>Checklists for revising and editing: (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p>	<p>Genre: Descriptive Essay (Native Americans: Long House Play, American Indian Daily Life)</p> <p>Literature Response: (1 x per week) Compare/contrast (teacher choice)</p> <p>Journal Writing: (content or personal -- 4 times per week) ELA related (teacher choice)</p> <p>On-Demand Task: (1 x per week) Imagination</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer: 5 paragraph "hamburger" (Intermediate Level 4)</p> <p>Checklists for revising and editing: (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Word Choice, Fluency</p>

	<p><u>Six Traits of Writing:</u> Word Choice</p>	
<p>Skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence • stay on topic/keep the focus • use details • use sensory language • find and evaluate information • note-taking (use what's important) • write an interesting lead (thinking, descriptive) and introduction • write a good ending (question, summary, circle back) conclusion • sentence fragments • write in essay format • use supporting facts and examples • use topic sentence and supporting facts • develop character and setting • sequence events/order information/details • use sentence variety • use metaphor/simile/figurative language/personification • see rubric for Word Choice skills • demonstrate use of strong and varied vocabulary <p><u>Note-taking:</u> story read orally (beginning of theme), first time listen, second time students take notes</p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • combining sentences/compound sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • singular/plural nouns • nouns -- singular, plural, possessives, proper, common • adjectives • commas -- series, dates, addresses <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (thinking, descriptive) and introduction • write a good ending (question, summary, circle back) conclusion • sentence fragments • write in essay format • use supporting facts and examples • sequence events/order information/details • use time order words • use metaphor/simile/figurative language/personification • correct run-ons • see rubric for Word Choice and Fluency skills • demonstrate use of strong and varied vocabulary • use dialogue effectively • vary sentence beginnings and length creating rhythm and enhancing meaning <p><u>Note-taking:</u> story read orally (beginning of theme), first time listen, second time students take notes</p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • combining sentences/compound sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • singular/plural nouns • nouns -- singular, plural, possessives, proper • commas -- series, dates, addresses • use possessives <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p>

	above skills	<u>DLP/DOL</u> : teacher's choice of type -- as related to above skills
Assessment	<ul style="list-style-type: none"> • Rubric: SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month) 	<ul style="list-style-type: none"> • Rubric: SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • Theme test: American Stories • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month)
Resources		

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Grade: 4

Course: 4th Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Deb Stasierowski, Roberta Beckhorn, Anne Crawford, Leo Guelpa*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Test Prep/ELA (3 weeks)</p> <p>Families Around the World(1 week)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Heroes(2 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p>Genre: Persuasive Essay (teacher's choice), TBA</p> <p>Literature Response: (1 x per week) Use guiding questions to write (ELA Prep)</p> <p>Journal Writing: (content or personal -- 4 times per week) Persuasive paragraph</p> <p>On-Demand Task: (1 x per week) listening activities</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p><u>Graphic Organizer:</u> 5 paragraph "hamburger" (Intermediate Level 4) make your own (model and do)</p> <p><u>Checklists for revising and editing:</u> (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Conventions, intense focus on all traits</p>	<p>Genre: Story Writing (realistic fiction, mystery)</p> <p>Literature Response: (1 x per week) story climax (turning point)</p> <p>Journal Writing: (content or personal -- 4 times per week) generalization, summary -- different kinds of fiction</p> <p>On-Demand Task: (1 x per week) note-taking, constructing support (DBQ)</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p><u>Graphic Organizer:</u> 5 paragraph "hamburger" (Intermediate Level 4) make your own (model and do)</p> <p><u>Checklists for revising and editing:</u> (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Presentation</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan 	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan

	<ul style="list-style-type: none"> • develop thesis sentence • stay on topic/keep the focus • states likes and dislikes • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (opinion about topic, personal experience, dialogue) and introduction • write a good ending (strong statement, question related to main idea) conclusion • sentence fragments • singular/plural nouns • write in essay format • use supporting facts and examples • sequence events/order information/details • exact nouns • exact verbs • sentence combining • write dialogue • consider audience • consistent point of view • see rubric for Conventions skills <p><u>Note-taking:</u> story read orally (beginning of theme), first time listen, second time, students take notes</p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review of skills from Sept-Jan for ELA prep • subjects/predicates: complete sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • punctuating and paragraphing direct quotations (dialogue) • spelling <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>	<ul style="list-style-type: none"> • develop thesis sentence • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (action, riddle, dialogue, description, figurative language) and introduction • write a good ending (cliffhanger, action, calm resolution) conclusion • sentence fragments • singular/plural nouns • write in essay format • use supporting facts and examples • sequence events/order information/details <p><u>Note-taking:</u> note cards/library research sheets</p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • action verbs • main verbs/helping verbs • present/past/future verbs • commas for direct address • commas in introductory phrases <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>
Assessment	<ul style="list-style-type: none"> • <u>Rubric:</u> SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • Weekly Story Tests • Pre-test/final test Spelling (weekly) 	<ul style="list-style-type: none"> • <u>Rubric:</u> SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • NYS ELA Assessment • Weekly Story Tests

	<ul style="list-style-type: none">• Teacher response for literature response (1 per month)	<ul style="list-style-type: none">• Pre-test/final test Spelling (weekly)• Teacher response for literature response (1 per month)
Resources		

Fourth Grade Level Writing Map

Grade: 4

Course: 4th Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Deb Stasierowski, Roberta Beckhorn, Anne Crawford, Leo Guelpa*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p>That's Amazing (1 week)</p> <p>Nature and Weather(3 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Life Up North(3 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p>Genre: Research Report (teacher/student choice) Social Studies or Science topic</p> <p>Literature Response: (1 x per week) writing an explanation for "The Stranger"</p> <p>Journal Writing: (content or personal -- 4 times per week) an announcement (teacher's choice)</p> <p>On-Demand Task: (1 x per week) note-taking, summarizing, paraphrasing</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer: 5 paragraph "hamburger" (Intermediate Level 4) make your own (model and do)</p> <p>Checklists for revising and editing: (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Review all traits</p>	<p>Genre: Biography (Social Studies) (Revolutionary War Heroes, Spies)</p> <p>Literature Response: (1 x per week) compare/contrast problem-solver</p> <p>Journal Writing: (content or personal -- 4 times per week) evaluation of author/character -- teacher's choice</p> <p>On-Demand Task: (1 x per week) short story using story elements</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer: 5 paragraph "hamburger" (Intermediate Level 4) make your own (model and do)</p> <p>Checklists for revising and editing: (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Review all traits</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence 	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence

	<ul style="list-style-type: none"> • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (riddle, question related to main idea, interesting fact) and introduction • write a good ending (question, summary, quotation) conclusion • sentence fragments • singular/plural nouns • write in essay format • use supporting facts and examples • sequence events/order information/details • adjectives • write with voice • state reasons (answer objections) • cite sources (2) (title, author, page #, URL) • see rubric for skills for all traits <p><u>Note-taking:</u></p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • irregular verbs • adjectives <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>	<ul style="list-style-type: none"> • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (interesting fact, quotation from person writing about) and introduction • write a good ending (quotation, summary) conclusion • sentence fragments • singular/plural nouns • write in essay format • use supporting facts and examples • sequence events/order information/details • see rubric for skills for all traits <p><u>Note-taking:</u></p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • irregular verbs <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>
Assessment	<ul style="list-style-type: none"> • <u>Rubric:</u> SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • <u>Theme test:</u> That's Amazing • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month) 	<ul style="list-style-type: none"> • <u>Rubric:</u> SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • <u>Theme test:</u> Problem-Solving • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month)
Resources		

Fourth Grade Level Writing Map

Grade: 4

Course: 4th Grade Writing

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Developed by: *Stacey Clark*

Based on the Work of: *Deb Stasierowski, Roberta Beckhorn, Anne Crawford, Leo Guelpa*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	<p>Mysteries and Plays(4 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Mystries and Plays (3 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p>Genre: Science Fair -- Reports/presentations (student choice)</p> <p>Literature Response: (1 x per week) character sketch/analysis from any story in theme</p> <p>Journal Writing: (content or personal -- 4 times per week) problem-solution (how hero resolved problems to earn title as "hero")</p> <p>On-Demand Task: (1 x per week) 5-paragraph essay (teacher's choice); introduce DBQ</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer: 5 paragraph "hamburger" (Intermediate Level 4) make your own (model and do)</p> <p>Checklists for revising and editing: (to be developed) use them</p> <p>Benchmark for Composition: 5 paragraphs (intro/concl), minimum of 20 sentences, 85% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Review all traits</p>	<p>Genre: Social Studies DBQ (Immigration/Civil War)</p> <p>Literature Response: (1 x per week) Theme related question -- compare/contrast -- teacher's choice</p> <p>Journal Writing: (content or personal -- 4 times per week) self-evaluation/learning logs (see 6-16)</p> <p>On-Demand Task: (1 x per week) "How-to" Essay (see T 6-2)</p> <p>Writing Process: Independently use 6 steps of the writing process</p> <p>Steps: (Plan, Draft, Revise, Edit, Final Copy, Self-Assessment)</p> <p>Graphic Organizer: 5 paragraph "hamburger" (Intermediate Level 4) make your own (model and do)</p> <p>Checklists for revising and editing: (to be developed) use them</p> <p>Benchmark for Composition: Solid 5 paragraphs (good intro/concl), minimum of 20 sentences, 90% spelling accuracy, proper capitalization, spacing, indenting</p> <p>Six Traits of Writing: Review all traits</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence 	<p>Composition Skills:</p> <ul style="list-style-type: none"> • use graphic organizer for planning • understand prompt (use key words) • use bullets in prompt to plan • develop thesis sentence

	<ul style="list-style-type: none"> • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (review types) and introduction • write a good ending (review types) conclusion • sentence fragments • singular/plural nouns • write in essay format • use supporting facts and examples • sequence events/order information/details • use homophones/homographs • use pronouns correctly • see rubric for skills for all traits <p><u>Note-taking:</u></p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • pronouns: subject pronouns, object pronouns, singular pronouns, possessive pronouns • combining sentences with compound subject pronouns • combining sentences with possessive pronouns <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>	<ul style="list-style-type: none"> • stay on topic/keep the focus • use details • find and evaluate information • note-taking (use what's important) • write an interesting lead (thinking, descriptive) and introduction • write a good ending (question, summary, circle back) conclusion • sentence fragments • singular/plural nouns • write in essay format • use supporting facts and examples • sequence events/order information and details • adverbs -- expanding sentences, comparing, elaborating • see rubric for skills for all traits <p><u>Note-taking:</u></p> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall (teacher's choice)</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • subjects/predicates: complete sentences • review capitalization rules • review punctuation rules • indenting • sentence fragments • run-ons • adverbs • comparing with adverbs <p>*Word Processing (minimum of 1 piece during the year) Final copies in cursive if not word processed.</p> <p><u>DLP/DOL:</u> teacher's choice of type -- as related to above skills</p>
Assessment	<ul style="list-style-type: none"> • <u>Rubric:</u> SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • <u>Theme test:</u> Heroes • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month) 	<ul style="list-style-type: none"> • <u>Rubric:</u> SSCS • Writing folder • Self-assessment: to be developed for genres (can use HM until developed) • <u>Theme test:</u> Nature Friend or Foe (optional) • Weekly Story Tests • Pre-test/final test Spelling (weekly) • Teacher response for literature response (1 per month)

Resources		
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