

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
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<p>Grade Level: 4 1. http://www.heinemann.com/default.aspx 2. Click on create account 3. The click on the link to register an online resource. 4. Enter WUOS_GR5 (or 1,2,3,4,6,7,or 8 depending on which grade you teach) 5. They will ask a question that you can answer with your one of the books in your curriculum kit. It's usually in Unit 1.</p>	<p>Subject: Writing</p> <p>Quarter 1: Launch & Unit 2 Quarter 2: Unit 3 Quarter 3: Unit 4 Quarter 4: Unit 1</p>	<p>Legend: Bend = section of a unit (a group of sessions, teaching similar concepts) Sessions = Lesson (should last approx one day, but you know your students best)</p>	<p>Core Text: Units of Study Materials (the box)</p> <p>The Portland Binder is only for use as a supporting resource.</p>
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<p>Suggested Time Frame: -Launch is 2 weeks at the beginning of the school year -Each unit is 6 weeks long. It is recommended that you go straight through the six weeks. Do it in one chunk. -Goal: complete four sessions in a week. -Leave room for benchmark assessments at the end of the quarter. -Benchmark is administered three times a year. -End of Unit Assessment is graded on the student's final writing project. Rubric is given.</p>
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<p>Skills/Mini Lesson Format: In this section of the DIGs we lined the progression of the whole session. That includes the Session/Minilesson, Conferring and Small Group Work, Mid-Workshop Teaching, and Share time.</p> <p>The Numbering Goes:</p> <ol style="list-style-type: none"> 1. Session/Minilesson 2. Conferring/Small-Group Work 3. Mid-Workshop Teaching 4. Share Time
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Benchmarks/Assessments Overview	
Assessment Name: We will discuss as a grade level team, what and when to use these listed below.	Link to Assessment: Reading and Writing Project Assessment Page
Pathways Book Benchmark Assessment	<p>(FALL) Opinion Assessment</p> <ul style="list-style-type: none"> • "Chicago School Bans Lunches Brought From Home" • "Lunches Provided By Schools May Be Healthier" • Optional: "Chicago School Bans Home Lunches: Ok or Outrageous?" <p>(SPRING) Informational Assessment</p> <ul style="list-style-type: none"> • "Ellis Island" <p>(OPTIONAL) Narrative pg. 182</p>
\Pathways Teacher/Student Assessment Checklist	
Comprehensive Performance Assessment Data	Performance Assessment Data Tracker
<p>Gaps: AZ-4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. AZ-4.RI.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Resources: Root of the Week Utah Text Talk Grammar Assessments Grammar Exit Tickets</p>

1st QTR	Opinion	Unit 2: Boxes and Bullets	Bends:3 Sessions: 21		
Week	Unit/	AZCCRS Writing	Skills/Minilessons	Benchmarks/	Resources

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	Bend/ Session	Standards		Assessments	
1	Launch		Setting up writing workshop.	Administer Benchmark Assessment One, during the launch. (see above)	Portland Binder has this information. Only the kindergarten Unit of Study box has this launch information. TPT Launching WWS Writer Workshop Setup Guide
2	Launch				TPT Resources to Supplement Narrative Informational Opinion
3	Unit 2 Bend 1 Session 1	4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4.5, 4.10	Writing to Learn 1. Essay Structure Boot Camp 2. Voiceover and Coaching to Ratchet Up the Level of Student Work 3. Pushing Students to Meet and Exceed Goals from the Start	Additional Resource: Opinion checklist for conferring (use throughout unit)	Link to the resource folder for Unit 2

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3	Unit 2 Bend 1 Session 2	4.1, 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing to Learn <ol style="list-style-type: none"> 1. Collecting Ideas as Essayists 2. Anticipating Ways to Keep Students Working, Despite the Brevity of Their Entries 3. Generating Ideas by Thinking of a Place or an Object 4. Generating Ideas through Reflection 		Nonfiction Reading and Information Writing Performance Assessment <u>Under Spring Section on the Reading and Writing Project/RI Standards.</u>
3	Unit 2 Bend 1 Session 3	4.1, 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 4.8, 4.10 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.	Writing to Learn <ol style="list-style-type: none"> 1. Writing to Learn 2. Providing Guided Practice 3. Learning From Writers 4. Freewriting to Generate New Ideas 		
3	Unit 2 Bend 1 Session 4	4.1, 4.5, 4.10	Writing to Learn <ol style="list-style-type: none"> 1. Using Elaboration Prompts to Grow Ideas 2. Noting Qualities of Good Essay Writing in Children's Work 		

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			<ul style="list-style-type: none"> 3. Moving Up and Down the Ladder of Abstraction 4. Celebrating Extended Thinking 		
4	Unit 2 Bend 1 Session 5	<p>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.</p> <p>4.1.b Provide reasons that are supported by facts and details.</p> <p>4.3, 4.5, 4.8</p>	<p>Writing to Learn</p> <ul style="list-style-type: none"> 1. Mining Our Writing 2. Encouraging Children to Make Choices 3. Choosing a Seed Idea for an Essay 4. Developing a Seed into a Thesis Statement 		
4	Unit 2 Bend 1 Session 6	<p>4.1.a, 4.1.b, 4.5</p>	<p>Writing to Learn</p> <ul style="list-style-type: none"> 1. Boxes and Bullets: Framing Essays 2. Anticipating Predictable Problems 3. Finding Alternative Ways to Support a Thesis 4. Revising Our Thesis Statements 		
4	Unit 2 Bend 1 Session 7	<p>4.1, 4.5</p>	<p>Writing to Learn</p> <ul style="list-style-type: none"> 1. Letter to Teachers: Return to Boot Camp 		
	Bend 2	Raising the Level of Essay Writing			

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4	Unit 2 Bend 2 Session 8	4.1.a,b, 4.3, 4.5, 4.9a	Raising the Level of Essay Writing 1. Composing and Sorting Mini-Stories 2. Grouping Students to Tackle the Hard Parts 3. Angling Stories to Support Thesis Statements 4. Self-Assessment for Writing Mini-Stories		
5	Unit 2 Bend 2 Session 9	4.1.b, 4.3, 4.5, 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.8	Raising the Level of Essay Writing 1. Creating Parallelism in Lists 2. Making List Items Parallel 3. Revising Lists 4. Balancing Details and Parallelism	<u>Opinion checklist for conferring (use throughout unit)</u>	
5	Unit 2 Bend 2 Session 10	4.1, 4.3, 4.4, 4.5	Raising the Level of Essay Writing 1. Organizing for Drafting 2. Revising Evidence to Support the Reason and Claim 3. Organizing Writing for Varied Information 4. Teaching Our Topics		
5	Unit 2 Bend 2 Session 11	4.1.a, 4.1.b, 4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 4.5	Raising the Level of Essay Writing 1. Building a Cohesive Draft 2. Help Students Make Decisions 3. Ordering Reasons as Well Varied Information 4. Selecting Words to Make the		

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			Organization Strong		
5	Unit 2 Bend 2 Session 3	4.1.a.c, 4.2.a, 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. 4.5, 4.10	Raising the Level of Essay Writing 1. Becoming Our Own Job Captains 2. Small-Group Work on Paragraphing, Using Transition Words, and Revising 3. Solve Your Own Problems 4. Qualities of Good Writing		
6	Unit 2 Bend 2 Session 13	4.1.a, 4.1.d Provide a concluding statement or section related to the opinion presented. 5.1.a 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 ideas are logically grouped to support the writer’s purpose.	Raising the Level of Essay Writing 1. Writing Introductions and Conclusions 2. Turning Scraps of Paper into an Outline 3. Revising Introductions 4. Writing Conclusions		

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		5.1.d Provide a concluding statement or section related to the opinion presented. 4.5			
6	Unit 2 Bend 2 Session 14	4.1, 4.5	Raising the Level of Essay Writing 1. Revising Our Work with Goals in Mind 2. Keeping Writers Focused on Their Goals as They Work 3. Voice Over So as Not to Stop Momentum 4. Transferring Revision Plans to Earlier Drafts		
6	Unit 2 Bend 2 Session 15	4.1, 4.5	Raising the Level of Essay Writing 1. Letter to Teachers: Correcting Run-On Sentences and Sentence Fragments		
	Bend 3	Personal to Persuasive			
6	Unit 2 Bend 3 Session 16	4.1, 4.4, 4.9, 4.10	Personal to Persuasive 1. Moving from Personal to Persuasive 2. Providing Children with Both Support and Enrichment 3. Strategies Writers Use to Generate Persuasive Opinion 4. Crafting Reasons with Audience in Mind		
7	Unit 2 Bend 3	4.1, 4.4,	Personal to Persuasive 1. Persuasive Inquiry into Essay	Opinion checklist for	

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	Session 17	4.5, 4.10	<ol style="list-style-type: none"> 2. Using Data to Guide Your Small-Group Instruction 3. Strategies Writers Use to Generate Persuasive Opinion 4. Crafting Reasons with Audience in Mind 	<u>conferring (use throughout unit)</u>	
7	Unit 2 Bend 3 Session 18	4.1.b,c, 4.5, 4.10	Personal to Persuasive <ol style="list-style-type: none"> 1. Letter to Teachers: Broader Evidence 		
7	Unit 2 Bend 3 Session 19	4.1.b,c, 4.5, 4.10 5.1.b Provide logically ordered reasons that are supported by facts and details.	Personal to Persuasive <ol style="list-style-type: none"> 1. Connecting Evidence, Reason, and Thesis 2. Conveying Urgency in Meeting Deadlines 3. Every Part Must Connect: Thinking Backward Between the Piece and the Introduction 4. Transferring New Learning to Previous Writing 		
7	Unit 2 Bend 3 Session 20	4.1, 4.5, 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 complete a writing	Personal to Persuasive <ol style="list-style-type: none"> 1. Getting Ready to Put Our Opinions into the World 2. Supporting Writers in GRammar and Spelling Work 3. Evaluating Against the Opinion Writing Checklist 4. Publishing Persuasive Essays 		

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		task.			
8	Unit 2 Bend 3 Session 21	4.1, 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 complete a writing task.	Personal to Persuasive 1. Letter to Teachers: Hey World, Listen Up! Sharing Our Opinions Loudly and Proudly	Use Opinion rubric to assess final project.	
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2nd QTR	Informational	Unit 3: Bringing History to Life	Bends: 3 Sessions: 23		
Week	Unit/Bend/Lesson	AZCCRS Writing Standards	Skills/Minilessons	Benchmarks/Assessments	Resources
	Bend 1		Informational Books: Making a Conglomerate of Forms		
2	Unit 3 Bend 1 Session 1	4.2 Write informative / explanatory texts to examine a topic and convey ideas	Informational Books: Making a Conglomerate of Forms 1. Getting the sense of Informational Books	Informational checklist for conferring (use throughout)	Link for the resource folder for Unit 3

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		and information clearly. 4.4, 4.5, 4.8	<ol style="list-style-type: none"> 2. Organizing Notes and Angling the All-About 3. Making an Overall Plan and Organizing Note-Taking 4. Sharing Notes to Gather More Information 	unit)	
2	Unit 3 Bend 1 Session 2	4.2, 4.4, 4.7, 4.8, 4.9, 4.10 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Planning the Structure of Writing. 2. Choosing and Writing within a Structure. 3. Keep Going: Writing with Volume, Even When Your Information Is Shaky. 4. Checking Writing for Breadth and Transition Words 		
2	Unit 3 Bend 1 Session 3	4.2, 4.4, 4.7, 4.8, 4.9, 4.10	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Planning and Writing with Greater Independence 2. Predictable Problems for Researching and Note-Taking 3. Researching for All Sections, Not Just the Next Section 4. Organizing Your Notes and Creating To-Do List 		
2	Unit 3 Bend 1 Session 4	4.2, 4.4, 4.10	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Teaching as a Way to Rehearse for Information Writing 		

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			<ol style="list-style-type: none"> 2. Coaching Listeners 3. Teaching Others Should Prime the Pump of Your Writing 4. Self-Assessment and Goal-Setting 		
3	Unit 3 Bend 1 Session 5	4.2.b,d, 4.5, 4.6, 4.7, 4.9, 4.10	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Elaboration: The Details that Let People Picture What Happened Long Ago and Far Away 2. Conducting Researching on the Internet 3. Coaching Writers to grow Ideas about Their Ideas. 4. Studying Pictures to Gather More Details about a Time Period 		
3	Unit 3 Bend 1 Session 6	4.2.b, Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.3, 4.5, 4.8, 4.9,	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Bringing Information Alive: Stories inside Nonfiction Texts 2. Planning and Launching into Drafting 3. Adding Historical Details to Stories 4. Learning from Classmate’s Writing 		
3	Unit 3 Bend 1 Session 7	4.1, 4.2.b, 4.5, 4.8, 4.9, 4.10 5.5 With guidance and support from peers and adults,	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Essays within Informational Texts 2. Essay-Planning Reminders 		

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		develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ol style="list-style-type: none"> 3. The Glue that Links Claims, Reasons, and Evidence: Transition Words 4. More Head-Down Writing Time 		
3	Unit 3 Bend 1 Session 8	4.2	Informational Books: Making a Conglomerate of Forms <ol style="list-style-type: none"> 1. Letter to Teachers: Taking Stock and Setting Goals: A Letter to Teachers 		
	Bend 2	Writing with Greater Independence			
4	Unit 3 Bend 2 Session 9	4.2, 4.5, 4.7, 4.8, 4.9	Writing with Greater Independence <ol style="list-style-type: none"> 1. Writers Plan for their Research 2. Planning the Sequence of Your Instruction: Topic Choice, Tables of Contents, and Research Plans 3. Moving On After Planning: Note-Taking 4. Creating Topic-Based Partnerships 	Informational checklist for conferring (use throughout unit)	
4	Unit 3 Bend 2 Session 10	4.2, 4.8	Writing with Greater Independence <ol style="list-style-type: none"> 1. The Intense Mind-Work of Note-Taking 2. Supporting Intertextual and Cross-Text Synthesis 3. Asking “Why?” and saying “This Reminds Me of...” Can Help 		

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			Nonfiction Researchers Grow-and Communicate--Meaning 4. Assessing Note-Taking		
4	Unit 3 Bend 2 Session 11	4.2, 4.5, 4.10	Writing with Greater Independence 1. Letter to the Teachers: Drafting, preparation, and the positioning.		
4	Unit 3 Bend 2 Session 12	4.2.a,c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4.5, 4.10	Writing with Greater Independence 1. Developing a Logical Structure Using Introductions and Transitions. 2. Planning Small-Group Work to Help Writers Organize. 3. Reminding Students to Make a Plan 4. Writing Conclusions.		
5	Unit 3 Bend 2 Session 13	4.2.a, 4.10, 5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing with Greater Independence 1. Text Features: Popping Out the Important Information 2. Using Text Features Purposefully 3. Writers WORK to Ensure They've Highlighted What Is Most Important and Revise Accordingly. 4. Testing that Text Features Highlight What is Most Important.		
5	Unit 3	4.2.a,b,c,d,e, 4.6,	Writing with Greater Independence		

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	Bend 2 Session 14	4.8, 4.9, 4.10	<ol style="list-style-type: none"> 1. Quotations Accentuate Importance: Voices Chime in to Make a Point. 2. Growing Ideas: The Three-Column Approach 3. Drawing on Everything You Know About Information Writing-Especially What You Know About Structure. 4. Keep on Writing! 		
5	Unit 3 Bend 2 Session 15	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9.4.10	<p>Writing with Greater Independence</p> <ol style="list-style-type: none"> 1. Letter to Teacher: Using all we know to Craft Essays and Narrative Sections 		
5	Unit 3 Bend 2 Session 16	4.3, 4.5, 4.8, 4.9	<p>Writing with Greater Independence</p> <ol style="list-style-type: none"> 1. The Other Side of the Story 2. Keeping Engagement/Productivity High 3. Historical Details Are What Allow Stories into the Genre. 4. The Power of Multiple Perspectives 		
6	Unit 3 Bend 2 Session 17	4.2, 4.5, 5.5	<p>Writing with Greater Independence</p> <ol style="list-style-type: none"> 1. Letter to Teacher: Self-Assessment and Goal Setting: Taking on New Challenges. 		

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Bend 3		Building Ideas in Informational Writing			
6	Unit 3 Bend 3 Session 18	4.1, 4.2, 4.8 , 4.10	Building Ideas in Informational Writing <ol style="list-style-type: none"> 1. Information Writing Gives Way to Idea Writing 2. Using Freewriting to Grow Ideas 3. Historians Grow Ideas by Comparing and Contrasting. 4. Discussions Ideas to Rehearse for Writing. 	Informational checklist for conferring (use throughout unit)	
6	Unit 3 Bend 3 Session 19	4.1, 4.8 , 4.10	Building Ideas in Informational Writing <ol style="list-style-type: none"> 1. Digging Deeper: Interpreting the Life Lessons that History Teaches. 		
6	Unit 3 Bend 3 Session 20	4.2.b, 4.8 , 4.9	Building Ideas in Informational Writing <ol style="list-style-type: none"> 1. Using Confusions to Guide Research 2. “What Do You Really Want to Know?”: Finding WorthWhile Questions. 3. No More Needy Rabbits. Promoting Independence 4. Note-Taking; Reflecting, Taking Stock, and Setting New Goals. 		
7	Unit 3 Bend 3 Session 21	4.2.a,b, 4.5, 4.10	Building Ideas in Informational Writing <ol style="list-style-type: none"> 1. Questions without a Ready Answer. 2. Nudging Students toward 		

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			Publication. 3. Revising by Taking Away. 4. Sharing Big Ideas: Creating a Living Text.		
7	Unit 3 Bend 3 Session 22 3/3/22	4.2.a,b,c,d,e, 4.5	Building Ideas in Informational Writing 1. Editing		
7	Unit 3 Bend 3 Session 23	4.2	Building Ideas in Informational Writing 1. Expert Fair	Use Informational writing rubric to assess final project.	
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3rd QTR	Persuasive	Unit 4: The Literary Essay	Bends: 3 Sessions: 20		
Week	Unit/Bend/ Lesson	AZCCRS Writing Standards	Skills/Minilessons	Benchmarks/ Assessments	Resources
1				Administer 2nd Benchmark assessment the first	

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				week after spring break.	
	Bend 1	Writing About Reading: Literary Essays			
2	4/1/1	4.1, 4.4, 4.5, 4.7, 4.8, 4.9.a	Writing About Reading: Literary Essays <ol style="list-style-type: none"> 1. Close Reading to Generate Ideas About a Text 2. Supporting Close Reading 3. Developing the eyes to See and the Language to Discuss What Others Overlook. 4. Using Charts from Previous Units. 	Opinion checklist for conferring (use throughout unit)	Link for the resource folder for Unit 4
2	4/1/2	4.1, 4.4, 4.5, 4.9.a	Writing About Reading: Literary Essays <ol style="list-style-type: none"> 1. Character Studies 2. Revising Initial Theories 3. Revising Theories About Characters. 4. Writing to Know Characters. 		
2	4/1/3	4.3, 4.4 , 4.5, 4.8, 4.9.a	Writing About Reading: Literary Essays <ol style="list-style-type: none"> 1. Elaborating on Written Ideas 		

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			<p>Using Prompts.</p> <ol style="list-style-type: none"> 2. Elaborating on Theories about Characters. 3. Developing Powerful Thought 4. Elaborating on Central Ideas 		
2	4/1/4	4.1.a.b, 4.4, 4.5, 4.8,	<p>Writing About Reading: Literary Essays</p> <ol style="list-style-type: none"> 1. Finding and Testing a Thesis 2. The Small Size of a Thesis Makes It Perfect for Learning about Revision. 3. Deciding on your Boxes and Bullets for an Essay. 4. Developing Systems to Collect Essay Materials. 		
3	4/1/5	4.1.b,c, 4.9.a	<p>Writing About Reading: Literary Essays</p> <ol style="list-style-type: none"> 1. Using Stories as Evidence. 2. Collecting and Angling Stories to Support Ideas. 3. Using Precise Words. 4. Connecting Stories to Big Ideas. 		
3	4/1/6	4.1.b,c,4.9.a	<p>Writing About Reading: Literary Essays</p> <ol style="list-style-type: none"> 1. Citing Textual Evidence 2. Evaluating Evidence for a Claim 3. Making Sure the Evidence Speaks for itself. 4. Transitional Phrases for 		

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			Introducing Quotes.		
3	4/1/7	4.1.b.c, 4.9.a	Writing About Reading: Literary Essays <ol style="list-style-type: none"> 1. Using Lists As Evidence. 2. Asking and Answering Questions on the Page. 3. Deciding on the weak spots in an argument and collecting to strengthen those spots. 4. Reading lists aloud. 		
3	4/1/8	4.1.a,b,c,d, 4.4, 4.4.5, 4.10	Writing About Reading: Literary Essays <ol style="list-style-type: none"> 1. Putting it All Together: Constructing Literary Essays 2. Making Parts into a Cohesive Whole 3. Piecing Together Evidence 4. Rereading as a Mean to Revise and Then Setting Goals. 		
	Bend 2	Raising the Quality of Literary Essays			
4	4/2/9	4.1,4.7, 4.8, 4.9.a	Raising the Quality of Literary Essays <ol style="list-style-type: none"> 1. Writing to Discover What a Story is Really About 2. Celebrating Successes, Anticipating Struggles. 3. Remembering to Move Up and does the Ladder of Abstraction. 4. Using Sentence Starters to 	Opinion checklist for conferring (use throughout unit) https://drive.google.com/open?id=0Bx33jJBVrm4Dc2pOVFNHQk9mcEU	

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			Develop New Thinking.		
4	4/2/10	4.1.a.b, 4.5,	Raising the Quality of Literary Essays <ol style="list-style-type: none"> 1. Adding Complexity to Our Ideas 2. Stretching Initial Ideas. 3. Simple Words that Set Us on New Paths of Thought. 4. Developing Ideas and Supports. 		
4	4/2/11	4.1, 4.4, 4.10	Raising the Quality of Literary Essays <ol style="list-style-type: none"> 1. Flash-Drafting Literary Essays. 2. Coaching Writers to See more and Do More to Ratchet Up Their Work. 3. Flash- Drafting a Second Literary Essay. 4. Choosing an Essay to Revise. 		
4	4/2/12	4.1.a.d, 4.5,	Raising the Quality of Literary Essays <ol style="list-style-type: none"> 1. Beginnings and Endings 2. Addressing Struggles 3. Using the Language of Literary Scholars 4. Writing Conclusions 		
5	4/2/13	4.1.b, 4.5,	Raising the Quality of Literary Essays <ol style="list-style-type: none"> 1. Using Descriptions of an Author's Craft as Evidence 2. Supporting the Study of Author's Craft 3. Recognizing Symbols 4. Considering Purpose in Crafting 		
5	4/2/14	4.1, 4.5,	Raising the Quality of Literary Essays		

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			1. Letter to Teachers: Editing		
	Bend 3	Writing Compare-and-Contrast Essays			
5	4/3/15	4.1.b, 4.4, 4.7, 4.8,	Writing Compare-and-Contrast Essays <ol style="list-style-type: none"> 1. Building the Muscles to Compare and Contrast 2. Deepening Students' Initial Observations 3. Finding Patterns and Ideas in Our Observations 4. Strategies for Comparing and Contrasting 		
5	4/3/16	4.1.a, 4.4,	Writing Compare-and-Contrast Essays <ol style="list-style-type: none"> 1. Comparing and Contrasting Familiar Texts 2. Bringing All You Know to This Important Work 3. Using Templates to Craft Comparative Essays 4. Being Literary Scholars 		
6	4/3/17	4.1, 4.5, 4.10	Writing Compare-and-Contrast Essays <ol style="list-style-type: none"> 1. Using Yesterday's Learning, Today and Always 2. Essayists Think About <i>How</i>, Not Just <i>What</i> 3. Pushing Initial Ideas and Thoughts About Texts Further 4. Being Critical Friends 	Opinion checklist for conferring (use throughout unit)	
6	4/3/18	4.1.b,c, 4.5,	Writing Compare-and-Contrast Essays <ol style="list-style-type: none"> 1. Developing Distinct Lines of Thought 2. Simplicity Versus Complexity 		

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			<ul style="list-style-type: none"> 3. Using Your Partner to Make Sure Your Writing is Clear 4. Freewriting for New Ideas 		
6	4/3/19	4.4, 4.5,	Writing Compare-and-Contrast Essays <ul style="list-style-type: none"> 1. Letter to Teachers: Exploring Commas 		
6	4/3/20	4.4,	Writing Compare-and-Contrast Essays <ul style="list-style-type: none"> 1. Letter to Teachers: A Celebration 	(see rubric above)	
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4th QTR	Narrative	Unit 1: The Arc of Story	Bends: 4 Sessions: 21	Benchmarks/ Assessments	Resources
Week	Unit Bend Lesson	AZCCRS Writing Standards	Skills/Minilessons		
	Bend 1	Creating and Developing Stories and Characters that Feel Real			
1	1/1/1	4.3, Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 4.4,	Character & Story Development <ul style="list-style-type: none"> 1. Imagining Stories from Ordinary Moments 2. Brainstorming 3. Using Notebooks to Plan Possible Stories 4. Revising 3rd grade Narrative Checklist 	Narrative checklist for conferring (use throughout unit)	

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		4.5, 4.8			
1	1/1/2	4.3 4.5, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 4.8	Character & Story Development Drafting & Revising with an Eye toward Believability <ul style="list-style-type: none"> 1. Imagining Stories We Wished Existed in the World 2. Using an Exemplar Text to Respond to Predictable Problems 3. Sharing Struggles with Characters 4. Practicing Storytelling through a Return to Fairy Tales 		Link to the Resource Folder for Unit 1
1	1/1/3	4.3 4.4, Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4.5 4.9a, Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature.	Character & Story Development <ul style="list-style-type: none"> 1. Developing Believable Characters 2. Internal/External Character Traits 3. Building Character's Self-view 4. Creating Complex Characters 		
1	1/1/4	4.3, 4.5,	Character & Story Development <ul style="list-style-type: none"> 1. Giving Characters 		

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			<ul style="list-style-type: none"> Struggles and Motivations 2. Showing Characters by Writing Scenes 3. Sharing a Scene that Shows a Character's Traits 4. Mining Past Learning to Apply to Current Pieces 		
2	1/1/5	4.3, 4.4, 4.5, 4.10	Character & Story Development <ul style="list-style-type: none"> 1. Plotting with a Story Arc 2. Building Story Arcs 3. Finding Story Arcs in Published Stories 4. Choosing the Story Arcs that Map Our Stories the best 	Narrative checklist for conferring (use throughout unit)	
	Bend 2	Drafting and Revising with an Eye toward Believability			
2	1/2/6	4.3, 4.4, 4.5, 4.10	Drafting & Revising Believable Stories <ul style="list-style-type: none"> 1. Show, Don't Tell: Planning & Writing Scenes 2. Moving from Summary to Story 3. Matching Writing with Story Arcs 4. Acting in Scenes to Get Ready for Drafting 		
2	1/2/7	4.3, 4.4, 4.5, 4.10	Drafting & Revising Believable Stories <ul style="list-style-type: none"> 1. Feeling & Drafting the Heart of Your Story 2. Writing in SUMmaries & 		

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			<p>Writing in Scenes</p> <ol style="list-style-type: none"> 3. Revising Leads 4. Using Narrative Checklist to Ratchet Up the Writing 		
2	1/2/8	4.3, 4.5,	<p>Drafting & Revising Believable Stories</p> <ol style="list-style-type: none"> 1. Studying Published Texts to Write Leads 2. Learning from Mentor Texts 3. Using Dialogue Deliberately 4. Testing Out Leads Can Help You Revise 		
3	1/2/9	4.3, 4.4, 4.5, 4.9a	<p>Drafting & Revising Believable Stories</p> <ol style="list-style-type: none"> 1. Orienting Readers with Setting 2. Weaving Together Action, Thought, and Dialogue 3. Using Mentor Texts in Revision 4. Studying a Mentor for Setting Techniques 		
3	1/2/10	4.3.a,b,d,e, 4.5,	<p>Drafting & Revising Believable Stories</p> <ol style="list-style-type: none"> 1. Writing Powerful Endings 2. Reigning in Last-Minute additions 3. Partnering in Revision 4. Learning About Endings from Colleagues 		
	Bend 3	Preparing for Publication with an Audience in Mind			

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3	1/3/11	4.3, 4.4, 4.5, 4.8, 4.10 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.	Preparing for Publication with an Audience in Mind <ol style="list-style-type: none"> 1. Revision: Rereading with a Lens 2. Helping Reluctant Revisers 3. Revising the Story's Sound 4. Revision 		
3	1/3/12	4.3, 4.4, 4.5, 4.8,	Preparing for Publication with an Audience in Mind <ol style="list-style-type: none"> 1. Making a Space for Writing 2. Learning from Our Writing Patterns 3. Using Prepositional Phrases to Communicate Complexity 4. Revising with a Checklist 		
4	1/3/13	4.3.a, Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Preparing for Publication with an Audience in Mind <ol style="list-style-type: none"> 1. Using Mentor Texts to Flesh Out Characters 2. Helping Struggling Readers 3. Naming an Author's Techniques 4. Turning to a Text to Help Show Character Emotion 	<u>Narrative checklist for conferring (use throughout unit)</u>	

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		4.4, 4.5, 4.9.a			
4	1/3/14	4.3, 4.4, 4.5 , 4.6, 4.10,	Preparing for Publication with an Audience in Mind 1. Editing With Various Lenses 2. Making Editing Choices 3. Editing with Attentiveness 4. Editing with a Writing Partner		
4	1/3/15	4.3, 4.4, 4.5	Preparing for Publication with an Audience in Mind 1. Letter to Teachers: Publishing Anthologies: A Celebration		
	Bend 4	Embarking on Independent Fiction Projects			
4	1/4/16	4.3, 4.4, 4.5, 4.8, 4.10	Embarking on Independent Fiction Projects 1. Letter to Teachers: Launching Independent Fiction Projects		
5	1/4/17	4.3 , 4.4, 4.5, 4.8, 4.10	Embarking on Independent Fiction Projects 1. Planning and Drafting Stories with Agency 2. Creating Active Characters to Create Strong Narratives 3. Making a Pacing Calendar 4. Working on Independence Through Partnerships		
5	1/4/18	4.3, 4.4, 4.5, 4.8,	Embarking on Independent		

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			Fiction Projects <ol style="list-style-type: none"> 1. Mining the Connections between Reading and Writing Fiction 2. Developing Conflict and Tension 3. Learning to Support Other Writers 4. Gearing Writing Toward a Particular Audience 		
5	1/4/19	4.3, 4.4, 4.5, 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	Embarking on Independent Fiction Projects <ol style="list-style-type: none"> 1. Focusing the Reader's Gaze 2. The Power of the Perfect Word 3. Creating Leads that Move Quickly into the Action and Don't Just Give Background Information 4. Returning to the Narrative Checklist with Increasing Independence 		
5	1/4/20	4.3, 4.4, 4.5, 4.8, 4.10	Embarking on Independent Fiction Projects <ol style="list-style-type: none"> 1. Choosing Punctuation for Effect 2. Setting Students Up for Independent Success by Pulling Groups with Similar Needs and Placing Them on a Similar Path 3. Fixing Run-On Sentences 		

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			4. Preparing Tools for Independent Fiction Success		
6	1/4/21 (Last session)	4.3, 4.4, 4.5, 4.8, 4.10 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.	Embarking on Independent Fiction Projects 1. Letter to Teachers: Surveying Your Work and Planning for the Future	<u>Use Narrative Rubric to grade final project.</u>	