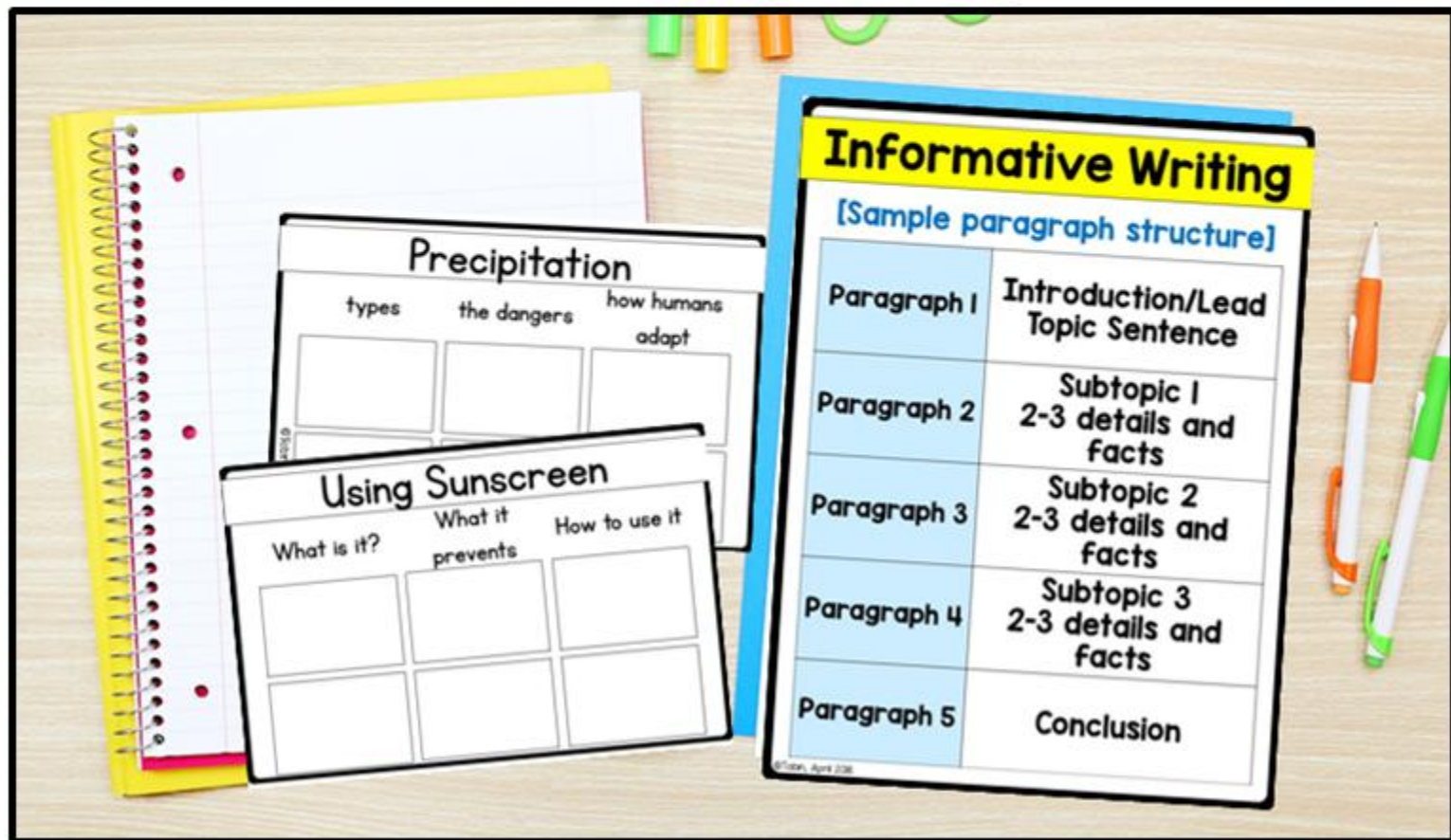


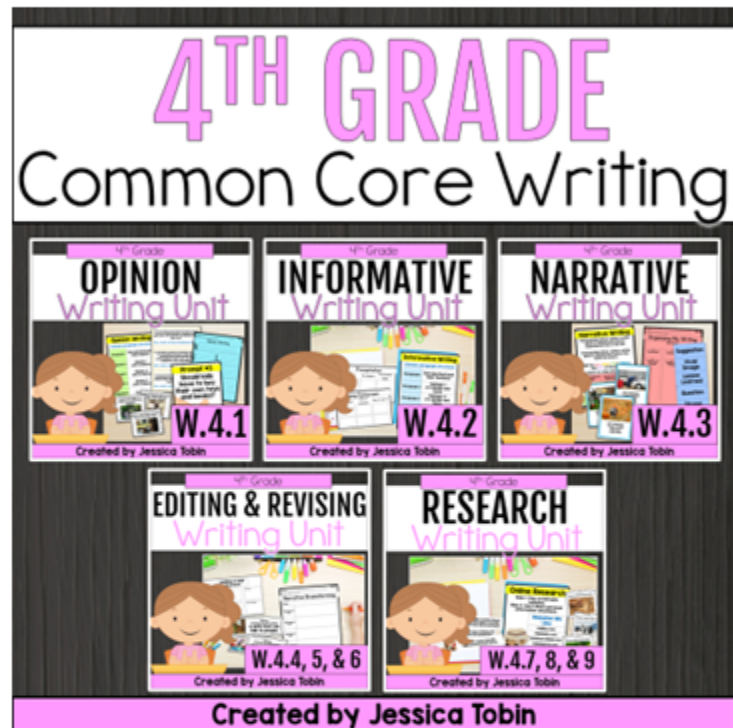
4th Grade Writing

This 4th Grade Bundle has lesson plans, graphic organizers, writing prompts, and other supplemental activities that cover all Common Core Reading Writing standards.



5 Standards Included

- Opinion Writing
- Informative Writing
- Narrative Writing
- Editing & Publishing
- Research & Shared Writing



This bundle can be used with many writing block structures. Whether you use Daily 5, Writer's Workshop, or simple small group and centers, you can find a way to use these lessons and activities.

What Teachers Have Said...



"I have found this resource very helpful. I don't think I have ever taught writing as well as I have this year! There is a lot in each lesson and the numerous opportunities to develop oral language for my students have helped them become better writers."

"This is an amazing writing resource. I have no writing curriculum and this was a great starting point for me. This had everything I needed to get going."

"My students loved using this resource! They were engaged in the resource and had no trouble getting started. It didn't take much time to prep this resource, so it was easy for me to use with my students."

Mini Lessons

There are 5-10 mini lessons in each unit. Each mini lesson has 5 to 6 activities. This may take between 2 to 3 weeks to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

4th Grade Writing Lesson
W.4.3
I can write personal and/or fictional narratives.

Write narratives to develop real or imagined events using effective technique, descriptive details, and event sequences.

Focus:
Organization of an Informative Piece

LESSON 1

W.4.3 Lesson 1 Continued

Step 4: Students will stand up for a cooperative learning activity called Stand Up-Hand Up-Pair Up. Students will stand up and out their hands in their air. Then, they will create a narrative topic with their hands up. When teacher calls, "Pair Up," students will sign-five a partner and get their hands down. The students will sign-five a partner and get their hands up. All signs are all hands are no longer in the air. This means you have a partner. Then, the teacher will give a prompt. Each prompt, students will discuss importance of each part of narrative writing. Repeat "Stand Up-Hand Up-Pair Up" until all prompts are covered.

Notes:

Make sure to use the mallet to get the tent poles securely hammered into the ground. Use a tent peg to hold the tent materials.

lead

That shiny day was one of my fondest memories with Luke. Learning to make coral GREAT. Next time I would like to...

big situation

for my birthday, my Dad brought four of my best friends to Willow Wilderness to camp, but he thought for my tenth birthday, I needed to learn to fish a tent.

Narrative Writing Pieces

Suggested Mentors
FOCUS: NARRATIVE

Wilfrid Gordon McDonald Partridge by Mem Fox	The Fox Book
The Stranger by Chris Van Allsburg	When the Wind Blows by John Schoenherr
Pink and Say by Patricia Polacco	Mrs. No-Nonsense by Mrs. No-Nonsense
The Empty Pot by Demi	Mr. No-Nonsense by Mrs. No-Nonsense
Salt in His Shoes by Deloris Jordan	Mr. No-Nonsense by Mrs. No-Nonsense
Owl Moon by Jane Yolen	Mr. No-Nonsense by Mrs. No-Nonsense

Narrative Writing

Personal Narrative- author writes about a sequenced event or experience in his or her life

Fictional Narrative- author writes about a sequenced event in the form of a story

-Tell the **Who, What, When, Where, and How** of the event

3 Parts to a Narrative Piece

Introduction to Event	How can you hook your reader? How can you get their attention while introducing your story?
Body- Sequenced Events - Details	What events happen first, next, then, and last? Did you include who, what, where, when, why, and how things happened? Did you include actions and feelings? Did you include dialogue?
Conclusion	How can you wrap up your piece or resolve the events? Is there a final resolution? Did you share a final thought?

Narrative Writing

graph structure

-LEAD Introduction to characters and Big Event

Beginning of Event -supporting details

Middle of Event -supporting details

End of Event -supporting details-

Conclusion

a story about a time where you went cave diving with sharks

Which type of narrative? personal fantasy realistic Fiction historical

Introduction

Big Event (Main Idea)

Beginning of Event

Middle of Event

End of Event

Conclusion

Stand Up- Hand Up- Pair Up Question 3: Why is it important for the author to add details to each event?

Stand Up- Hand Up- Pair Up Question 6: Why are conclusions important in a narrative writing piece?

Stand Up- Hand Up- Pair Up Question 8: Why are introductions important in a narrative writing piece?

W.4.3 Activities Shown

Graphic Organizers

On top of the lesson plans you get for each unit, you also get graphic organizers that will help you teach each unit. These can be used during this unit AND reused throughout the year as review.

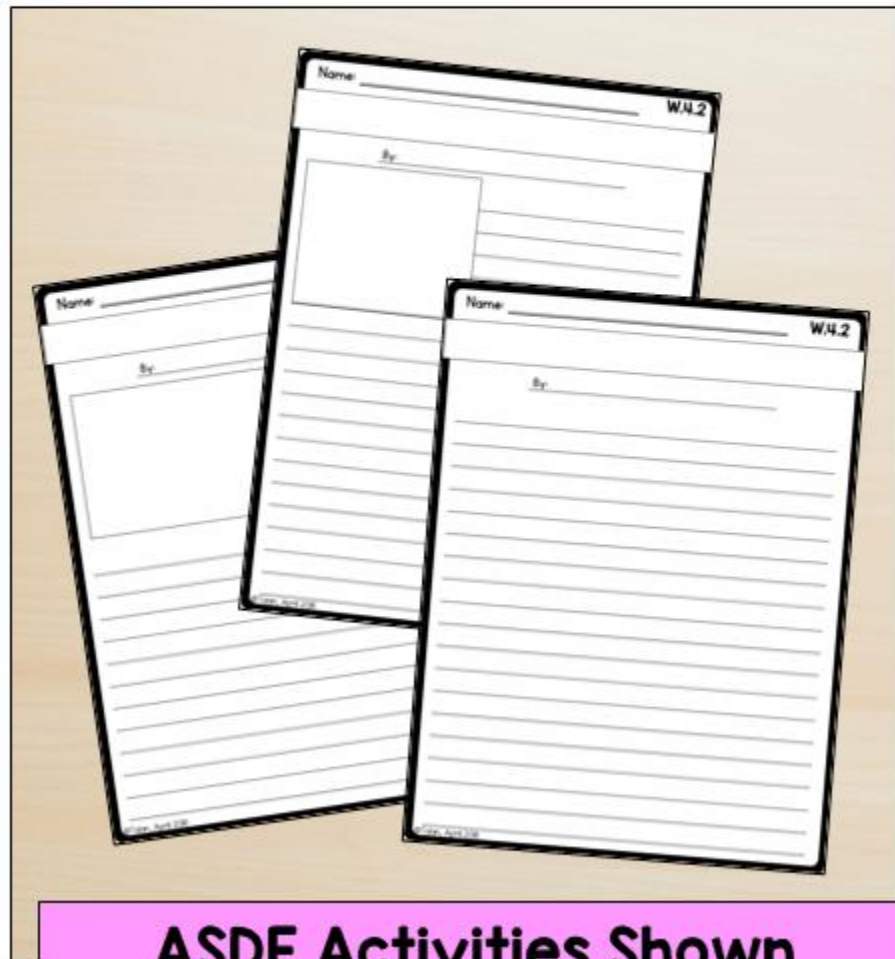
The image displays five distinct graphic organizers for writing, each with a color-coded header and a 'Name' field at the top right. The organizers are:

- Writing Reasons (Orange):** Features a central 'Claim:' box with four surrounding boxes labeled 'Why I think this...'. Includes a copyright notice for April 2018.
- Opinion Writing (Green):** Includes a table with columns for 'Reason 1', 'Reason 2', 'Reason 3', and 'Introduction/Strong Conclusion', and rows for 'Opinion', 'Support', and 'Evidence'. Includes a copyright notice for April 2018.
- Opinion Writing (Yellow):** Features a 'Lead' box, an 'Opinion/Claim' box, and a large 'Illustrate' box. Below are sections for 'Reason 1', 'Reason 2', and 'Reason 3', each with 'Evidence For Reason' lines. Includes a copyright notice for April 2018.
- Opinion Writing (Red/Pink):** Features a 'Lead/Opinion' box, 'Reason 1', 'Reason 2', and 'Reason 3' sections, each with 'Evidence' lines, and a 'Conclusion' box. Includes a copyright notice for April 2018.
- Opinion Writing (Purple):** Features a 'Lead' box, an 'Opinion/Claim' box, and 'Reason 1', 'Reason 2', and 'Reason 3' sections, each with 'Evidence' lines, and a 'Conclusion' box. Includes a copyright notice for April 2018.

W.4.1 Activities Shown

Extra Resources

For even more practice, you can use these writing prompts and extra writing papers to use with classroom texts and review activities.



ASDF Activities Shown

Digital Conversions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers

W.4.3

Name _____

My Self-Assessment

Title _____

<input type="checkbox"/>	I introduced my story and narrator for my reader.
<input type="checkbox"/>	I recounted a sequenced and well-elaborated event(s) or experience.
<input type="checkbox"/>	I added dialogue and detail, such as actions, thoughts, and feelings.
<input type="checkbox"/>	I used concrete words and sensory details to convey the events in my story.
<input type="checkbox"/>	I used transition words and phrases to help my story.
<input type="checkbox"/>	I provided a sense of closure.
<input type="checkbox"/>	I used phonetic spelling as best as I could.
<input type="checkbox"/>	I followed sentence rules with correct word spaces and punctuation.

My Score: _____



W.4.3 Activities Shown

Rubrics & Self-Assessments

To wrap up the unit, you'll receive a formal assessment at the end that covers the standard skill you've just taught.

The image displays three educational worksheets related to opinion writing, all labeled with the standard W.4.1.

My Self-Assessment (Blue): This worksheet is divided into two columns. Each column contains a list of skills with a star icon for self-evaluation. The skills include:

- I introduced my opinion with a strong lead.
- I stated my claim or opinion clearly.
- I provided 3 reasons that supported my opinion.
- I supported each reason with two pieces of evidence.
- I used transition words throughout my paper.
- I summarized my opinion with a strong conclusion.
- I spelled words correctly and checked references.
- My sentences varied in length and I follow rules of capitalization and punctuation.

 A 'My Score:' field is provided at the bottom of each column.

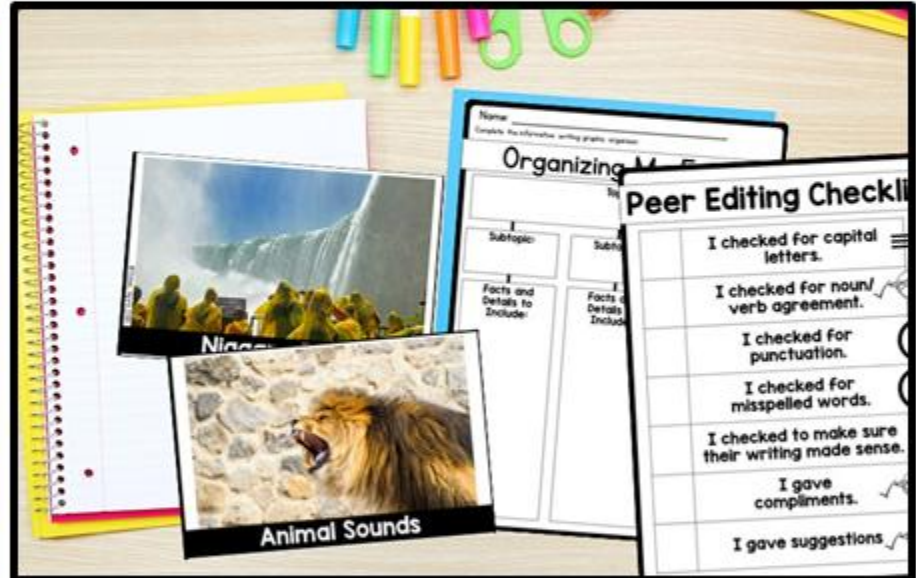
Opinion Writing Rubric (Yellow): This rubric is a table with 10 rows (Intro, Opinion/Claim, Reasons, Evidence, Closure, Transition Words, Spelling, Structure) and 5 columns (0, 1, 2, 3, 4). Each cell contains a description of the skill level. For example, for 'Intro', level 0 is 'Student goes on attempt to introduce the opinion with a lead', while level 4 is 'Student provides a strong lead that introduces the opinion with a strong lead'. A 'Student Score:' field is at the bottom.

Opinion Writing Pieces (Yellow): This is a checklist or tracking sheet with columns for 'Student Name', 'Introduction', 'States a claim or opinion clearly', 'Supports a claim with reasons', 'Uses transition words', 'Provides a strong conclusion', and 'Total Score'.

W.4.1 Activities Shown

Check Out Each Unit

Scroll through the previews of all the individual units included to see more details.



Thanks! Please email me at elementarynest@gmail.com if you have any questions.