

4th Grade Yearly Sequence

Unit 1 Personal Narrative

- Think of an interesting place you visited over the summer. This could be a place you visited on vacation or somewhere near your house that you enjoyed visiting. Tell the story of this visit.

Unit 2 Explanatory

- Choose something you are good at doing, such as playing a sport, game, or instrument. Explain the qualities and strengths necessary for someone to be good at this.

Unit 3 Opinion

- Which would make a difference in your community more: a new library or a new sports complex? Provide elaborations and text-based evidence to support your claim.

Unit 4 Informational Science Focus

- Natural hazards are events that take place in nature that cause harm to us. Choose one natural hazard to write an informational essay about. Also explain how humans have taken steps to reduce the impact of the hazard.

Unit 5 Explanatory Letters

- Choose an area of your school that needs something that you can help out with. Write a letter to the person who takes care of that area explaining how you are going to personally give back to your school this month.

Unit 6 Creative Narrative

- Your main character is a brilliant scientist that has just invented something (medicine, machine, etc.) that will change the world. Tell a story of what happened before, during, and after the creation of this invention.

Unit 7 Nonfiction Narrative

- Write a nonfiction narrative that brings to life the story of making a difference from the life of an important historical figure. Use at least two informational sources to write a factual narrative about this event.

Unit 8 Opinion Literature Analysis

- Choose a short story or book that you've read recently. Write an opinion piece about the most important lesson kids can learn from this story, using details from the story to support your opinion.

Unit 9 Informational Social Studies Focus

- Choose something special (landmark, historical event, natural area, etc.) about the state you live in. Write an informational essay that uses what you already know and research you've completed to inform about this special part of your state.

Unit 10 Poetry

- Write three poems, including a free verse, quatrain, and haiku.

4th Grade Yearly Standards Sequence

Standard Strand	Standard	Unit 1-Personal Narrative	Unit 2-Explanatory	Unit 3-Opinion	Unit 4-Informational (Science Focus)	Unit 5-Explanatory Letters	Unit 6-Creative Narrative	Unit 7-Narrative Nonfiction	Unit 8-Opinion (Literature Analysis)	Unit 9-Informational (Social Studies Focus)	Unit 10-Poetry
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.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.			x					x		
	W.4.1.B - Provide reasons that are supported by facts and details.			x					x		
	W.4.1.C - Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).			x					x		
	W.4.1.D - Provide a concluding statement or section related to the opinion presented.			x					x		
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.4.2.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.		x		x	x				x	
	W.4.2.B - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		x		x	x				x	
	W.4.2.C - Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).		x		x	x				x	
	W.4.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.		x		x	x				x	
	W.4.2.E - Provide a concluding statement or section related to the information or explanation presented.		x		x	x				x	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.3.A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	x					x	x			
	W.4.3.B - Use dialogue and description to develop experiences and events or show the responses of characters to situations.	x					x	x			
	W.4.3.C - Use a variety of transitional words and phrases to manage the sequence of events.	x					x	x			
	W.4.3.D - Use concrete words and phrases and sensory details to convey experiences and events precisely.	x					x	x			
	W.4.3.E - Provide a conclusion that follows from the narrated experiences or events.	x					x	x			

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Production & Distribution of Writing	W.4.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	x	x	x	x	x	x	x	x	x	x
	W.4.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	x	x	x	x	x	x	x	x	x	x
	W.4.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	x	x	x	x	x	x	x	x	x	x
Research to Build and Present Knowledge	W.4.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.			x	x			x		x	
	W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		x	x	x			x		x	
	W.4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.			x	x			x	x	x	
Range of Writing	W.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.	x	x	x	x	x	x	x	x	x	x

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L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1.A – Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).							x			
	L.4.1.B – Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	x							x		
	L.4.1.C. – Use modal auxiliaries (e.g., can, may, must) to convey various conditions.			x							
	L.4.1.D – Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).						x				
	L.4.1.E – Form and use prepositional phrases.				x						
	L.4.1.F – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			x							
	L.4.1.G – Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).						x				
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2.A – Use correct capitalization.								x		x
	L.4.2.B – Use commas and quotation marks to mark direct speech and quotations from a text.	x		x	x		x	x	x	x	
	L.4.2.C – Use a comma before a coordinating conjunction in a compound sentence.										x
	L.4.2.D – Spell grade-appropriate words correctly, consulting references as needed.	<i>Covered within the Spelling Program.</i>									