

Young Scholars of Western Pennsylvania Charter School

4th Writing YSWPCS

- Genre

Poem (Autobiography)

PA Common Core Standards

CC.1.4.4.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.D

Group related information in paragraphs and sections, linking ideas within categories of information using

words and phrases;
provide a concluding
statement or section;
include formatting
when useful to aiding
comprehension.

CC.1.4.4.E

Use precise language
and domain-specific
vocabulary to inform
about or explain the
topic.

CC.1.4.4.K

Choose words and
phrases to convey
ideas precisely.

CC.1.4.4.K

Choose words and
phrases to convey
ideas precisely.

CC.1.4.4.L

Demonstrate a grade
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.

CC.1.4.4.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.4.F

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.*

E04.D.2.1.2 Choose punctuation for effect.

E04.D.2.1.3 Choose words and phrases for effect.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

E.04.D.1.1.1 Use relative pronouns (e.g.

which, that) and relative adverbs (

why).

E04.D.1.1.2 Form and use the progressive (e.g.

am walking; I will be walking

E04.D.1.1.3 Use modal auxiliaries (e.g.,

convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according

conventional patterns (e.g.,
than *a red small bag*).

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing
correcting inappropriate fragments and
sentences.*

E04.D.1.1.7 Correctly use frequently confused words (e.g.,
too, two; there, their, they're

E04.D.1.1.8 Ensure subject-verb and pronoun
agreement.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.4 Spell grade-appropriate words correctly.

Common Core State Standards

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

Objective(s)

TSWBAT demonstrate their knowledge of writing a poem and a rough draft.

TSWBAT demonstrate their knowledge of peer editing a rough draft of a poem.

TSWBAT demonstrate their knowledge of writing a final draft and cursive writing skills by writing their final draft for their autobiography poems.

Duration

2-3 weeks

- Genre

Descriptive Writing Piece

PA Common Core Standards

CC.1.4.4.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.D

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding

comprehension.

CC.1.4.4.E

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.T

With guidance and support form peers and adults, develop and strengthen

writing as needed by
planning, revising, and
editing.

CC.1.4.4.F

Demonstrate a grade
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.

PA Eligible Content

E04.D.2.1.1 Choose words and phrases to convey ideas
precisely.*

E04.D.2.1.2 Choose punctuation for effect.

E04.D.2.1.3 Choose words and phrases for effect.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark
speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating
compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

E.04.D.1.1.1 Use relative pronouns (e.g.

which, that) and relative adverbs (

why).

E04.D.1.1.2 Form and use the progressive (e.g.

am walking; I will be walking

E04.D.1.1.3 Use modal auxiliaries (e.g.,

convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according

conventional patterns (e.g.,

than *a red small bag*).

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing

correcting inappropriate fragments and

sentences.*

E04.D.1.1.7 Correctly use frequently confused words (e.g.,

too, two; there, their, they're

E04.D.1.1.8 Ensure subject-verb and pronoun

agreement.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.4 Spell grade-appropriate words correctly.

Common Core State Standards

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

Objective(s)

TSWBAT demonstrate their knowledge of prewriting for a descriptive writing piece by filling out a sensory chart

TSWBAT demonstrate their knowledge of prewriting by making a list to organize their details.

TSWBAT to demonstrate their knowledge of prewriting by writing their first paragraph for their descriptive writing piece.

TSWBAT to demonstrate their knowledge of prewriting by writing their middle paragraph for their descriptive writing piece.

TSWBAT to demonstrate their knowledge of prewriting by writing their ending paragraph for their descriptive writing piece.

TSWBAT to demonstrate their knowledge of editing by revising their papers based on their conference with the teacher.

TSWBAT to demonstrate their knowledge of editing by completing their writing pieces.

Duration

2 months

- Genre

Letter (Veteran's Day Letter)

PA Common Core Standards

CC.1.4.4.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.D

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting

when useful to aiding
comprehension.

CC.1.4.4.E

Use precise language
and domain-specific
vocabulary to inform
about or explain the
topic.

CC.1.4.4.K

Choose words and
phrases to convey
ideas precisely.

CC.1.4.4.K

Choose words and
phrases to convey
ideas precisely.

CC.1.4.4.L

Demonstrate a grade
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.

CC.1.4.4.T

With guidance and
support from peers
and adults, develop

and strengthen
writing as needed by
planning, revising, and
editing.

CC.1.4.4.F

Demonstrate a grade
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.

PA Eligible Content

E04.D.2.1.1 Choose words and phrases to convey ideas
precisely.*

E04.D.2.1.2 Choose punctuation for effect.

E04.D.2.1.3 Choose words and phrases for effect.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark
speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating
compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

E.04.D.1.1.1 Use relative pronouns (e.g.

which, that) and relative adverbs (

why).

E04.D.1.1.2 Form and use the progressive (e.g.

am walking; I will be walking

E04.D.1.1.3 Use modal auxiliaries (e.g.,

convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according

conventional patterns (e.g.,

than *a red small bag*).

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing

correcting inappropriate fragments and sentences.*

E04.D.1.1.7 Correctly use frequently confused words (e.g.,

too, two; there, their, they're

E04.D.1.1.8 Ensure subject-verb and pronoun

agreement.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.4 Spell grade-appropriate words correctly.

Common Core State Standards

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

Objective(s)

TSWBAT demonstrate their knowledge of prewriting for a letter piece by brainstorming ideas onto a chart.

TSWBAT to demonstrate their knowledge of prewriting by writing their first draft for their letters.

TSWBAT to demonstrate their knowledge of editing by revising their letters based on their conference with the teacher.

TSWBAT to demonstrate their knowledge of editing by completing their letters.

Duration

2 weeks

• Genre

Personal Narrative

PA Common Core Standards

CC.1.4.4.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.4.N

Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.O

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.P

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.Q

Choose words and phrases to convey ideas precisely.

CC.1.4.4.F

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and

multimedia when

useful to aiding

comprehension.

CC.1.4.4.D

Group related

information in

paragraphs and

sections, linking ideas

within categories of

information using

words and phrases;

provide a concluding

statement or section;

include formatting

when useful to aiding

comprehension.

CC.1.4.4.E

Use precise language

and domain-specific

vocabulary to inform

about or explain the

topic.

CC.1.4.4.K

Choose words and

phrases to convey

ideas precisely.

CC.1.4.4.K

Choose words and

phrases to convey

ideas precisely.

CC.1.4.4.L

Demonstrate a grade

appropriate command

of the conventions of

standard English

grammar, usage,

capitalization,

punctuation, and

spelling.

CC.1.4.4.T

With guidance and

support from peers

and adults, develop

and strengthen

writing as needed by

planning, revising, and

editing.

PA Eligible Content

E04.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally the writer's purpose; establish a controlling point.

E04.C.1.3.2 Use narrative techniques such as description to develop experiences and events or show the responses of characters to situations.

E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.

E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.

E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.

E04.D.2.1.1 Choose words and phrases to convey ideas

precisely.*

E04.D.2.1.2 Choose punctuation for effect.

E04.D.2.1.3 Choose words and phrases for effect.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

E.04.D.1.1.1 Use relative pronouns (e.g.

which, that) and relative adverbs (

why).

E04.D.1.1.2 Form and use the progressive (e.g.

am walking; I will be walking

E04.D.1.1.3 Use modal auxiliaries (e.g.,

convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according

conventional patterns (e.g.,

than *a red small bag*).

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing

correcting inappropriate fragments and

sentences.*

E04.D.1.1.7 Correctly use frequently confused words (e.g.,

too, two; there, their; they're

E04.D.1.1.8 Ensure subject-verb and pronoun

agreement.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.4 Spell grade-appropriate words correctly.

Common Core State Standards

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.4. Produce clear and coherent writing in which

the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

Objective(s)

TSWBAT demonstrate their knowledge of prewriting for a personal narrative writing piece by filling out the prewriting packet.

TSWBAT demonstrate their knowledge of prewriting by making a list to organize their details.

TSWBAT to demonstrate their knowledge of prewriting by writing their first paragraph for their personal narrative.

TSWBAT to demonstrate their knowledge of prewriting by writing their middle paragraph for their personal narrative.

TSWBAT to demonstrate their knowledge of prewriting by writing their ending paragraph for their personal narrative.

TSWBAT to demonstrate their knowledge of editing by revising their papers based on their conference with the teacher.

Duration

2 months

- Genre

Persuasive

PA Common Core Standards

CC.1.4.4.G

Write opinion pieces

on topics or texts.

CC.1.4.4.H

Introduce the topic
and state an opinion
on the topic.

CC.1.4.4.I

Provide reasons that
are supported by facts
and details.

CC.1.4.4.J

Create an
organizational
structure that includes
related ideas grouped
to support the writer's
purpose and linked in
a logical order with a
concluding statement
or section related to
the opinion.

CC.1.4.4.C

Develop the topic with
facts, definitions,
concrete details,
quotations, or other
information and
examples related to
the topic; include
illustrations and
multimedia when
useful to aiding

comprehension.

CC.1.4.4.D

Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.E

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

CC.1.4.4.L

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.4.F

Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA Eligible Content

E04.C.1.1.1 Introduce a topic or text for the state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

E04.C.1.1.2 Provide reasons that are supported by facts details.

E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance,

E04.C.1.1.4 Provide a concluding statement or section the opinion presented.

E04.D.2.1.1 Choose words and phrases to convey ideas

precisely.*

E04.D.2.1.2 Choose punctuation for effect.

E04.D.2.1.3 Choose words and phrases for effect.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

E.04.D.1.1.1 Use relative pronouns (e.g.

which, that) and relative adverbs (

why).

E04.D.1.1.2 Form and use the progressive (e.g.

am walking; I will be walking

E04.D.1.1.3 Use modal auxiliaries (e.g.,

convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according

conventional patterns (e.g.,

than *a red small bag*).

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing

correcting inappropriate fragments and

sentences.*

E04.D.1.1.7 Correctly use frequently confused words (e.g.,

too, two; there, their; they're

E04.D.1.1.8 Ensure subject-verb and pronoun

agreement.*

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.4 Spell grade-appropriate words correctly.

Common Core State Standards

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.4. Produce clear and coherent writing in which the development and organization

are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

Objective(s)

TSWBAT demonstrate their knowledge of prewriting for a persuasive writing piece by filling out the prewriting packet.

TSWBAT demonstrate their knowledge of prewriting by making a list to organize their details.

TSWBAT to demonstrate their knowledge of prewriting by writing their first paragraph for their persuasive writing piece.

TSWBAT to demonstrate their knowledge of prewriting by writing their middle paragraph for their persuasive writing piece.

TSWBAT to demonstrate their knowledge of prewriting by writing their ending paragraph for their persuasive writing piece.

TSWBAT to demonstrate their knowledge of editing by revising their papers based on their conference with the teacher.

Duration

2 months