**August-September**

- Analyze 3rd grade writing samples and benchmarks from the Writing Profile.
- Administer baseline writing prompt to assess each student’s needs and the classroom as a whole.
- Establish Writing Workshop procedures through an explicitly taught management system (include “turn and talk”).
- Guide children through brainstorming writing topics (in Writing Notebook).
- Model good writing through shared experience of small moment story (review focus).
- Review organization (beginning, middle, and end) of narrative (small moment stories).
- Introduce the narrative rubric to guide writing instruction and share rubric with student.
- Introduce personal versus imaginative narrative (see Literature Links notebook, page 16-19).
- Create classroom atmosphere where children are encouraged to write with positive feedback.
- Teacher and children celebrate successful writing (e.g., hosting an author’s tea, author’s chair, etc.).
- Through shared reading, introduce haiku and concrete poetry.
- Confer daily with students (September).
- Establish routine for self/peer editing.
- Have students write daily for authentic instructional and assessment purposes using math journals, science journals, and reading response logs.
- Have write for a variety of audiences and purposes.

**Launch the Writing Workshop** through mini-lessons for management issues and/or content of writing (see DPI Writing Notebook and Norma Kimzey’s writing folder recommendations).

- Introduce a Writer’s Notebook and its purpose (see The Art of Teaching Writing by Lucy Calkins and A Writer’s Notebook by Ralph Fletcher).

**Review the Writing Features of Focus and Organization** through explicit mini-lessons (see DPI Writing Notebook and The Literature Link: A Series of Lessons for Teaching Writing Using Children’s Literature by Butler and O’Berry. These lessons and a detailed list of mentor texts on focus and organization available in your schools. Media Center).

**Write small moment stories** (personal narrative) through explicit modeling/sharing writing a shared experience.

**Mentor Text for Personal Narrative**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shortcut by Donald Crews</td>
<td>1. Testing Miss Malarkey by Judy Fincher</td>
</tr>
<tr>
<td>2. SWISH by Bill Martin</td>
<td>2. The Araboobies of Liberty Street by Sam Swaphe</td>
</tr>
<tr>
<td>3. The Great Gracie Chase by Cynthia Rylant</td>
<td>3. Max’s Dragon Shirt by Rosemary Wells</td>
</tr>
<tr>
<td>4. What You Know First by Patricia McLaughlin</td>
<td>4. Pond Year by Kathryn Laskey</td>
</tr>
<tr>
<td>5. How I Spent My Summer Vacation by Mark Teague</td>
<td>5. Roller Coaster by MarlaFraze</td>
</tr>
</tbody>
</table>

**Beginnings**

1. Grandpa’s Teeth by Rod Clement
2. The Tenth Good Thing About Barney by Judith Viorst

**Endings**

1. The Relatives Came by Cynthia Rylant
2. Fly Away Home by Eve Bunting

**Conventions, Handwriting, and Spelling**

Review grade 3 Conventions and hold students accountable for:

- **Capitalization:** geographical locations, names, holidays, special events, titles
- **Punctuation:** underline book titles, apostrophes, and contractions.
- **Usage:** correct subject/verb agreement.
- **Spelling:** use visual and meaning-based strategies.
- Proofread/correct most misspellings.
### Expectations for 4th Grade

**October-November-December**
- Make writing a daily part of lesson plans. Focus on teaching students to write narratives.
- Introduce exemplars and continue to use rubric to assess and guide instruction.
- Select mentor text to illustrate author’s craft (style).
- Focus on support and elaboration, and style.
- Continue Writing Workshop components: mini-lesson, independent writing, conferencing, and sharing.
- Continue guided writing with small groups and individuals to address specific needs.
- Establish routines for revision (helping circles, peer/teacher conferences).
- Continue to confer daily with several students.
- Continue to analyze writing of class as a whole and of individuals looking for ways to help students move their writing forward.
- Emphasize paragraphs as an organizational strategy.
- Teach grammar and language conventions.
- Display student writing in room and other places in school.

### Month by Month Lesson Focus for 4th Grade

**October-November-December**

- **Review the writing features of support and elaboration and style** through explicit min-lessons (see DPI Writing Notebook and The Literature Link: A Series of Lessons for Teaching Writing Using Children’s Literature by Butler and O’Berry).

<table>
<thead>
<tr>
<th>Support and Elaboration</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Ghost’s Hour, Spooks Hour</em> by Eve Bunting</td>
<td>1. <em>Scarecrow</em> by Cynthia Rylant</td>
</tr>
<tr>
<td>2. <em>Ma Dear’s Apron</em> by Patricia McKissack</td>
<td>2. <em>Big, Bad Bruce</em> by Bill Peet</td>
</tr>
<tr>
<td>3. <em>Insects Are My Life</em> by Megan McDonald</td>
<td>3. <em>Owl Moon</em> by Jane Yolen</td>
</tr>
</tbody>
</table>

- **Introduce haiku and concrete poetry** reviewing figurative language (simile, metaphor, imagery, alliteration, personification, onomatopoeia). (See DPI Writing Notebook: Phase IV.)

<table>
<thead>
<tr>
<th>Mentor Text for Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Water Dance</em> by Thomas Lockart</td>
</tr>
<tr>
<td>2. <em>Complete Poems of Robert Frost</em></td>
</tr>
<tr>
<td>3. <em>The Other Way to Listen</em> by Byrd Baylor</td>
</tr>
</tbody>
</table>

### Conventions, Handwriting, and Spelling

**Teach** and hold students accountable for:
- **Punctuation**: apostrophes in possessives
- **Grammar**: adjectives, adverbs, prepositions, simple and complex sentences, and conjunctions
## Expectations for 4th Grade

### January-February
- Continue Writing Workshop components: mini-lesson, independent writing, conferencing, and sharing.
- Continue to revise and edit with students.
- Continue peer revising and editing.
- Continue guided writing with small groups and individuals.
- Continue to confer with students.
- Continue to analyze class as a whole and individuals looking for ways to move writing forward.
- Continue to guide students in elaboration in their writing.
- Continue instruction on conventions and holding students accountable.
- Seek out a variety of audiences for celebrations.
- Continue to celebrate successful writing.

## Month by Month Lesson Focus for 4th Grade

### January-February
- **Introduce letter of request and complaint** through mini-lessons (See *DPI Writing Notebook: Phase IV*).
  - **Mentor Text**
    1. *Dear Mr. Blueberry* by Simon James
    2. *Dear Mrs. LaRue: Letters From Obedience School* by Mark Teague
    3. *The Gardener* by Sarah Stewart
    4. *The Jolly Postman* by Allan Ahlberg
- **Review:**
  - Personal and imaginative prompts.
  - Features of writing (Focus, Organization, Support, Elaboration and Style).
  - Conventions.
  - Purpose and audience for State Writing Assessment.

### Conventions, Handwriting, and Spelling
- **Review:** letter writing conventions.
- Continue to hold students accountable for K-3 conventions.
<table>
<thead>
<tr>
<th>Expectations for 4th Grade</th>
<th>Month by Month Lesson Focus for 4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March-April-May</strong></td>
<td><strong>March-April-May</strong></td>
</tr>
<tr>
<td>o Continue to analyze student writing to drive instruction for re-teaching and building upon skills.</td>
<td>Introduce journals and diaries.</td>
</tr>
<tr>
<td>o Continue Writing Workshop components (mini-lessons, independent writing, conferring, and sharing).</td>
<td>Mentor Texts</td>
</tr>
<tr>
<td>o Continue peer revising and editing.</td>
<td>1. <em>Diary of A Worm</em> by Doreen Cronin</td>
</tr>
<tr>
<td>o Continue guided writing with small groups and individuals.</td>
<td>2. <em>Diary of a Wombat</em> by Jackie French</td>
</tr>
<tr>
<td>o Continue to confer with students.</td>
<td>3. <em>Three Days on a River in a Red Canoe</em> by Vera B. Williams</td>
</tr>
<tr>
<td>o Continue instruction of conventions and holding students accountable.</td>
<td>Introduce research reports.</td>
</tr>
<tr>
<td>o Seek out a variety of audiences for celebrations.</td>
<td>Mentor Texts</td>
</tr>
<tr>
<td>o Continue to celebrate successful writing.</td>
<td>1. <em>51 Wacky We-search Reports</em> by Barry Lane</td>
</tr>
<tr>
<td></td>
<td>2. <em>Salamander Rain</em> by Kristin Joy Pratt-Serafini</td>
</tr>
</tbody>
</table>

**Conventions, Handwriting, and Spelling**

- Continue to hold students accountable for K-4 conventions.
- **Spelling:** prefixes, suffixes, roots, antonyms, synonyms, homophones, homonyms