

**LANGUAGE ARTS Strand: Writing & Language**

Genre: Text Types	Process:	Targeted Skills:	Language Standards	
			Grammar/Usage	Conventions
<p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>state opinion</li> <li>supply reasons that support</li> <li>use linking words (because, and, etc.) to connect reasons to opinion</li> <li>provide concluding statement</li> </ul> <p><b>Informational/Expository</b></p> <ul style="list-style-type: none"> <li>name topic/subject</li> <li>use facts &amp; definitions to develop points</li> <li>provide concluding statement</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>a well-elaborated event or story sequenced coherently</li> <li>details that describe action, feelings &amp; thoughts</li> <li>temporal to signal event order</li> <li>provide sense of closure</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Shared Research/Writing</li> <li>Partner Info. to Answer Questions</li> </ul>	<p><b>Prewrite/Plan:</b></p> <ul style="list-style-type: none"> <li>Listing/Clustering</li> <li>Graphic Organizer or Sketch</li> <li><b>Draft:</b></li> <li>Use labeled diagrams to explain</li> <li>Write when triggered</li> <li><b>Revise Based on Questions &amp; Suggestions:</b></li> <li>Add a better word</li> <li>Add description</li> <li>Add more information/details for elaboration</li> <li>Expand information</li> </ul> <p><b>Edit:</b></p> <ul style="list-style-type: none"> <li>Grammar</li> <li>Conventions</li> </ul> <p><b>Publish:</b></p> <ul style="list-style-type: none"> <li>Date or individual book</li> <li>PowerPoint /Video</li> <li>Friendly letter</li> <li>Thank-you note</li> </ul>	<p><b>Editing</b></p> <ul style="list-style-type: none"> <li>Check details</li> <li>Sequencing (SEE) Transitions-procedure/idea/idea</li> <li>Topic sentence</li> <li>Introductory paragraph</li> <li>Writing related sentences</li> <li>Beginning (Exclamation, Question, Question/Introductory paragraph)</li> <li>Ending (Feeling/Reaction, Universal word, Question)</li> </ul> <p><b>Composing/Literary Skills:</b></p> <ul style="list-style-type: none"> <li>Strong Verbs-</li> <li>Descriptive Adjectives-use it, use up, use</li> <li>Specificity-use sensory words/sights</li> <li>Embedded definitions</li> <li>Comparing: -er, -est, which, it sounds as if</li> <li>Alliteration, Rhyming, Onomatopoeia, Hyperbole</li> <li>Sentence Reunion (P, J, ...)</li> <li>Dialogue Tags</li> <li>Plot of text-developing character, plot</li> </ul>	<p><b>Grammar/Usage</b></p> <ul style="list-style-type: none"> <li>Plural/regular nouns</li> <li>Collective noun (group)</li> <li>Irregular plural nouns (feet, children, teeth, I)</li> <li>Proper Nouns -initials</li> <li>product names &amp; geographic names</li> <li>Possessive nouns</li> <li>Personal, possessive &amp; indirect object pronouns</li> <li>Prepositions (during, beyond, toward)</li> <li>Comparing &amp; Expanding</li> <li>Simple &amp; Compound Sentences</li> <li>Verb Tense</li> <li>Irregular verbs -ed and</li> <li>Frequently occurring adjectives &amp; adverbs</li> <li>Frequently occurring conjunctive/linked but, or, so, because)</li> </ul>	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Used lower case consistently</li> <li>Punctuation</li> <li>Quotation marks</li> <li>End marks</li> <li>Comma-oh no! comma spacing/clarity of letters</li> <li>Appropriate hyphenation &amp; contraction</li> </ul> <p><b>Capitalization:</b></p> <ul style="list-style-type: none"> <li>I word in sentence</li> <li>I</li> <li>Proper nouns</li> </ul> <p><b>Spell</b></p> <ul style="list-style-type: none"> <li>Learned spelling patterns (age-height, sh-ship)</li> <li>High frequency words</li> </ul>

MENTOR TEXT(S) OR STIMULI		END PRODUCT:			
<p><b>WRITER'S WORKSHOP FORMAT</b></p> <p>Teacher Models Topic or Skill</p> <p>Thinking/Sketching-Planning/Talking</p> <p>Guided (students Think, sketch, talk)- Think-Pick a topic</p> <p>Sketch/ Plan idea/details of topic</p> <p>Talk to partner about drawing or plan</p> <p>Discuss when their writing will say.</p> <p>Independent Writing (teacher present/monitoring)</p> <p>Sharing (Students):</p> <p>Show writing</p> <p>Tell what their partner wrote</p> <p>Tell what skill they were working on</p> <p>Give a thumbs up or compliment when they hear a target skill in their partner's writing</p>	<p>Teacher Models Topic or Skill</p> <p>Guided (students Think, Sketch, Talk)</p> <p>Independent Writing</p> <p>Sharing</p>	<p>Teacher Models Topic or Skill</p> <p>Guided (students Think, Sketch, Talk)</p> <p>Independent Writing</p> <p>Sharing</p>	<p>Teacher Models Topic or Skill</p> <p>Guided (students Think, Sketch, Talk)</p> <p>Independent Writing</p> <p>Sharing</p>	<p>Teacher Models Topic or Skill</p> <p>Guided (students Think, Sketch, Talk)</p> <p>Independent Writing</p> <p>Sharing</p>	<p>Teacher Models Topic or Skill</p> <p>Guided (students Think, Sketch, Talk)</p> <p>Independent Writing</p> <p>Sharing</p>

# Miami County Dade Curriculum 4th Grade

**Victor M. Corman**



## **Miami County Dade Curriculum 4th Grade:**

*Resources in Education* ,2001-04    **Research in Education** ,1974    The Peabody Reflector ,1952    **United States of America Congressional Record, Proceedings and Debates of the 113th Congress Second Session Volume 160 - Part 5 , From Research to Practice and Back Again** Marlies Dunson,2000    List of Outstanding Teaching and Learning Materials Association for Supervision and Curriculum Development,1963    The Center Forum ,1969

**Congressional Record** United States. Congress,1997    **Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2003** United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies,2002    *Current Curriculum Materials from Representative School Publications* Association for Supervision and Curriculum Development,1957    **OERI Bulletin** ,1991    **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966    *SfN 2010 - Nano, Theme H, Featured Lectures, Special Lectures, Symposia/Minisymposia, Workshops, Satellites, and Socials* Society for Neuroscience,2011-02-18    **Science Benchmarking Report** ,2001    *Career Education* Kenneth B. Hoyt,Judith S. Stein,2005 Dr Hoyt will share his thoughts and dreams and those of his colleagues from the 1970s and 80s who laid the foundation and fought the fight to infuse career concepts into schools businesses and communities It is a dream that continues and the author shares his hopes and plans for the restoration of education and work as a national priority It is a book for every career development professional to discover where we have been and to see where we must go    *Directory of Law-related Education Projects* ABA Special Committee on Youth Education for Citizenship,1978    **AIDS Education** Mary C. McClellan,1990    **Ethnic Heritage Studies Program Catalog, 1974-1979** Regina McCormick,1980    The National Union Catalog, Pre-1956 Imprints ,1980

**Resources in Education** ,1996

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