

Unit	Standards Grade Level Writing	Standards Grade Level Language Conventions	Standards Grade Level Speaking & Listening
Expository/ Informational	<p><a href="#">CCSS.ELA-Literacy.W.4.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2a</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.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2b</a> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2c</a> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2d</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2e</a> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><a href="#">CCSS.ELA-Literacy.L.4.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1a</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1b</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1c</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1d</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1e</a> Form and use prepositional phrases.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1f</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1g</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2a</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2b</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2c</a> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2d</a> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1a</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1b</a> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1c</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1d</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.2</a> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.4</a> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

### Expository/Informational Lessons

- What are the characteristics of expository/informational?
- Exploring and Drafting Expository/Informational
- Selecting Drafts to Revise & Edit
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- Analyzing, Completing, and Revising Drafts
- Self Assessing and Peer Conferring
- Proofreading
- Publishing

### Mini-Lessons

#### **Convention Lessons (Grammar Usage, Punctuation, and Capitalization)**

- [CCSS.ELA-Literacy.L.4.2c](#)
  - Comma Usage (BAW pg. 28 & LA Units 2 & 4)
- [CCSS.ELA-Literacy.L.4.2b](#)
  - Punctuating speech (BAW pg. 26 & LA pgs. 350, 376, & 413)

#### **Skills to MAINTAIN**

- [CCSS.ELA-Literacy.L.4.2a](#)
  - Use correct capitalization (BAW – pg. 38)

### Assessments

- Proofreading Checklist
- Fiction Teacher Rubric
- BAW Student Skill Practice Book
- BAW Individual Writing Assessment

Unit	Standards Grade Level Writing	Standards Grade Level Language Conventions	Standards Grade Level Speaking & Listening
Fiction	<p><a href="#">CCSS.ELA-Literacy.W.4.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3a</a> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3b</a> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3c</a> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3d</a> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3e</a> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><a href="#">CCSS.ELA-Literacy.L.4.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1a</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1b</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1c</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1d</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1e</a> Form and use prepositional phrases.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1f</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1g</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2a</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2b</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2c</a> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2d</a> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1a</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1b</a> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1c</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1d</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.4</a> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

<b>Fiction Lessons</b>
<ul style="list-style-type: none"><li>○ What are the characteristics of fiction?<ul style="list-style-type: none"><li>- Describe settings that work within a story</li><li>- Develop characters through speech and thoughts</li></ul></li><li>○ Exploring and Drafting Fiction</li><li>○ Selecting Drafts to Revise &amp; Edit<ul style="list-style-type: none"><li>- Descriptive details to convey setting</li><li>- Engaging openings &amp; closings</li></ul></li><li>○ Analyzing, Completing, and Revising Drafts</li><li>○ Self Assessing and Peer Conferring</li><li>○ Proofreading</li><li>○ Publishing</li></ul>

<b>Mini-Lessons</b>
<p><b><i>Convention Lessons (Grammar Usage, Punctuation, and Capitalization)</i></b></p> <ul style="list-style-type: none"><li>○ <a href="#">CCSS.ELA-Literacy.L.4.1d</a><ul style="list-style-type: none"><li>- Nouns and adjectives (BAW pg. 2 &amp; LA Units 2 &amp; 4)</li></ul></li><li>○ <a href="#">CCSS.ELA-Literacy.L.4.2b</a><ul style="list-style-type: none"><li>- Punctuating speech (BAW pg. 26 &amp; LA pgs. 350, 376, &amp; 413)</li></ul></li></ul> <p><b><u>Skills to MAINTAIN</u></b></p> <ul style="list-style-type: none"><li>○ <a href="#">CCSS.ELA-Literacy.L.4.2a</a><ul style="list-style-type: none"><li>- Use correct capitalization (BAW – pg. 38)</li></ul></li></ul>

<b>Assessments</b>
<ul style="list-style-type: none"><li>○ Proofreading Checklist</li><li>○ Fiction Teacher Rubric</li><li>○ BAW Student Skill Practice Book</li><li>○ BAW Individual Writing Assessment</li></ul>

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Personal Narrative	<p><a href="#">CCSS.ELA-Literacy.W.4.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3a</a> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3b</a> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3c</a> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3d</a> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.3e</a> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><a href="#">CCSS.ELA-Literacy.L.4.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1a</a> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1b</a> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1c</a> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1d</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1e</a> Form and use prepositional phrases.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1f</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.1g</a> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2a</a> Use correct capitalization.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2b</a> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2c</a> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><a href="#">CCSS.ELA-Literacy.L.4.2d</a> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1a</a> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1b</a> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1c</a> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.1d</a> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.4</a> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

### Personal Narrative Lessons

- What are the characteristics of a personal narrative?
  - Writing about single event from own life
- Exploring and Drafting Personal Narratives
- Selecting Drafts to Revise & Edit
  - Add sensory details
  - Write engaging openings
  - Write engaging closings
- Analyzing, Completing, and Revising Drafts
- Self Assessing and Peer Conferring
- Proofreading
- Publishing

### Mini-Lessons

#### ***Convention Lessons (Grammar Usage, Punctuation, and Capitalization)***

- [CCSS.ELA-Literacy.L.4.1f](#)
  - Recognize and rewrite very long sentences (BAW pg. 10 & LA Unit 1)
- [CCSS.ELA-Literacy.L.4.1g](#)
  - Identify and correct commonly misused words (BAW – pg. 14)

#### **Skills to MAINTAIN**

- [CCSS.ELA-Literacy.L.4.2a](#)
  - Use correct capitalization (BAW – pg. 38)

### Assessments

- Proofreading Checklist
- Personal Narrative Teacher Rubric
- BAW Student Skill Practice Book
- BAW Individual Writing Assessment