



School District of Horicon

Course Outline

Learning Targets

4th Grade Writing

UNIT 1: The Arc of Story (Writing Realistic Fiction)

- Structure:
 - Students will be able to write a lead, use transition words, write appropriate endings, and use appropriate organization.
- Development:
 - Students will be able to add to the heart of the story, including actions, dialogue, thoughts, and feelings.
 - Students will be able to show why a character did what they did, including precise and sometimes sensory details with figurative language, and using a storytelling voice to convey emotion.
- Language Conventions:
 - Students will be able to use what they know about word families and spelling rules to help them spell and edit.
 - Students will be able to use commas and ending punctuation when writing long, complex sentences, to make them clear and correct.

UNIT 2: Boxes and Bullets (Personal and Persuasive Essays)

- Structure:
 - Students will be able to make a claim about a topic and provide support for their reasons.
 - Students will be able to write a lead, use transition words, write appropriate endings, and use appropriate organization.
- Development:
 - Students will be able to give reasons to support their opinion and include examples and information to support their reasons.
 - Students will be able to use deliberate word choice to convince their readers by emphasizing or repeating words so the reader can feel the emotions in the writing as well as using a convincing tone..
- Language Conventions:
 - Students will be able to use what they know about word families and spelling rules to help them spell and edit.
 - Students will be able to use commas and ending punctuation when writing long, complex sentences, to make them clear and correct.

UNIT 3: Bringing History to Life

- Structure:
 - Students will be able to teach their readers different things about their subjects including facts, details, quotes, and ideas in their writing.
 - Students will be able to write a lead, use transition words, write appropriate endings, and use appropriate organization.
- Development:
 - Students will be able to teach readers different things about their subject while including subtopics.
 - Students will be able to include different kinds of facts and details such as numbers, names, and examples.
 - Students will be able to find information from talking to people, reading books, and from using their own knowledge and observations.
 - Students will make choices about organization. They may use compare/contrast, cause/effect, or pro/con. They may also use diagrams, charts, headings, bold words, and definition boxes to help teach their readers.
 - Students will make deliberate word choices, make comparisons, and use a teaching tone.
- Language Conventions:
 - Students will be able to use what they know about word families and spelling rules to help them spell and edit.
 - Students will be able to use commas and ending punctuation when writing long, complex sentences, to make them clear and correct.

UNIT 4: The Literary Essay

- Structure:
 - Students will be able to make a claim about a topic and provide support for their reasons.
 - Students will be able to write a lead, use transition words, write appropriate endings, and use appropriate organization.
- Development:
 - Students will be able to give reasons to support their opinion and include examples and information to support their reasons.
 - Students will be able to use deliberate word choice to convince their readers by emphasizing or repeating words so the reader can feel the emotions in the writing as well as using a convincing tone.
- Language Conventions:
 - Students will be able to use what they know about word families and spelling rules to help them spell and edit.
 - Students will be able to use commas and ending punctuation when writing long, complex sentences, to make them clear and correct.

Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.