



Northern York County School District

Curriculum Overview

Course: English Language Arts (Writing)	
Grade Level: 4th	
Development/Revision Date: May 2023	Length of Time: 180 Days
Course Description: <p>At Northern York County School District (NYCSD), students participate in meaningful, research-based writing instruction. They are equipped to communicate information, demonstrate knowledge, and express ideas creatively through writing. This prepares them for current and future academic needs. Students develop their writing skills as preparation for future education, civic engagement and eventual career readiness. NYCSD elementary students experience writing instruction through explicit lessons, teacher modeling, student-teacher collaboration, and independent work. All curriculum is aligned to the PA Core Standards.</p>	
Course Objectives: <ul style="list-style-type: none">• Understand and use narrative, opinion and informational structures of writing• Know and apply writing conventions• Understand and apply grade-level grammar concepts	
Writing Units: <ul style="list-style-type: none">• Narrative• Opinion• Informational	Grammar: <ul style="list-style-type: none">• Sentence Conventions- Capitalization, punctuation• Spelling- grade level spelling patterns• Parts of speech• Sentence structure
<u>PA Core Standards and Related Standards:</u> <p>1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>1.2 Reading Informational Text: Students read, understand, and respond to informational text--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>1.3 Reading Literature: Students read and respond to works of literature--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>1.4 Writing: Students write for different purposes and audiences. Students write clear and focused to convey a well-defined perspective and appropriate content.</p> <p>1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.</p>	

Concepts:

- Writing Across Modes
 - Multi- paragraph
 - Focused topic with organized supportive details
 - Effective word choice and phrases
- Speaking and Listening
 - Present writing orally
 - Listen critically
 - Provide grade appropriate feedback

Competencies:

- Narrative
 - Focus- One clearly defined topic, developed point of view, clear audience
 - Content- Lead, beginning, middle, and end. Character development
 - Organization- Lead, multiple paragraphs, sequence with transition words, defined conclusion
 - Style- Dialogue, word choice, figurative language, sentence variety
- Opinion
 - Focus- Clear opinion, maintains focus, clear audience
 - Content- Lead, thesis statement, relevant reasoning with related examples
 - Organization- Lead, reasons, examples, conclusion, transitions
 - Style- Lead, persuasive language and sentence variety
- Informational
 - Focus- Clear topic with subtopics, clear audience
 - Content- Lead, main ideas, supporting details
 - Organization- Lead, main idea, details in logical order with transitions
 - Style- Lead, conclusion, word choice and sentence variety
- Grammar
 - Sentence Conventions
 - Capitalization:
 - First word in a sentence
 - Pronoun "I"
 - Proper nouns
 - Dates, titles
 - First word in a quotation
 - Punctuation:
 - End of a sentence
 - End of abbreviation
 - After an initial
 - Comma - between words in a series, after greeting/closing
 - Apostrophe - contractions, show possession
 - Quotation Marks: direct quote
 - Spelling

	<ul style="list-style-type: none"> • Grade level patterns • Frequently confused words (Homophones) ○ Parts of Speech <ul style="list-style-type: none"> ▪ Nouns-concrete, regular, irregular, plural, plural possessive ▪ Pronouns-personal, demonstrative, relative indefinite, reflexive, pronoun/antecedent agreement ▪ Verbs- action, irregular past tense, past/present/future tense, subject/verb agreement, linking, helping ▪ Adjectives- comparative, Superlative, ordering ▪ Adverbs- how, when, where ▪ Prepositions-concrete ▪ Conjunctions-coordinating ○ Sentence Structure <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory • Interjection • Subject and predicate • Simple, compound, and complex
Learning Activities: <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ Mini Lesson ○ Student Writing Time ○ Teacher Conference ○ Partner collaboration • Grammar <ul style="list-style-type: none"> ○ Mini Lesson ○ Practice ○ Apply to writing 	Performance Tasks: <ul style="list-style-type: none"> • Writing Pieces <ul style="list-style-type: none"> ○ Narrative ○ Opinion ○ Informational • Grammar <ul style="list-style-type: none"> ○ Apply to writing
Other Assessment Measures: <ul style="list-style-type: none"> • Student Work Analysis 	
Textbook/Primary Resource: <ul style="list-style-type: none"> • Teacher Designed Materials 	
Supplemental Resource Materials: <ul style="list-style-type: none"> • Interactive Read Aloud (Fountas and Pinnell) • Writing Mini-Lesson Book (Fountas and Pinnell) • Grammar Workshop (Sadlier) 	