



WRITING HIGHWAY

GRADE 4

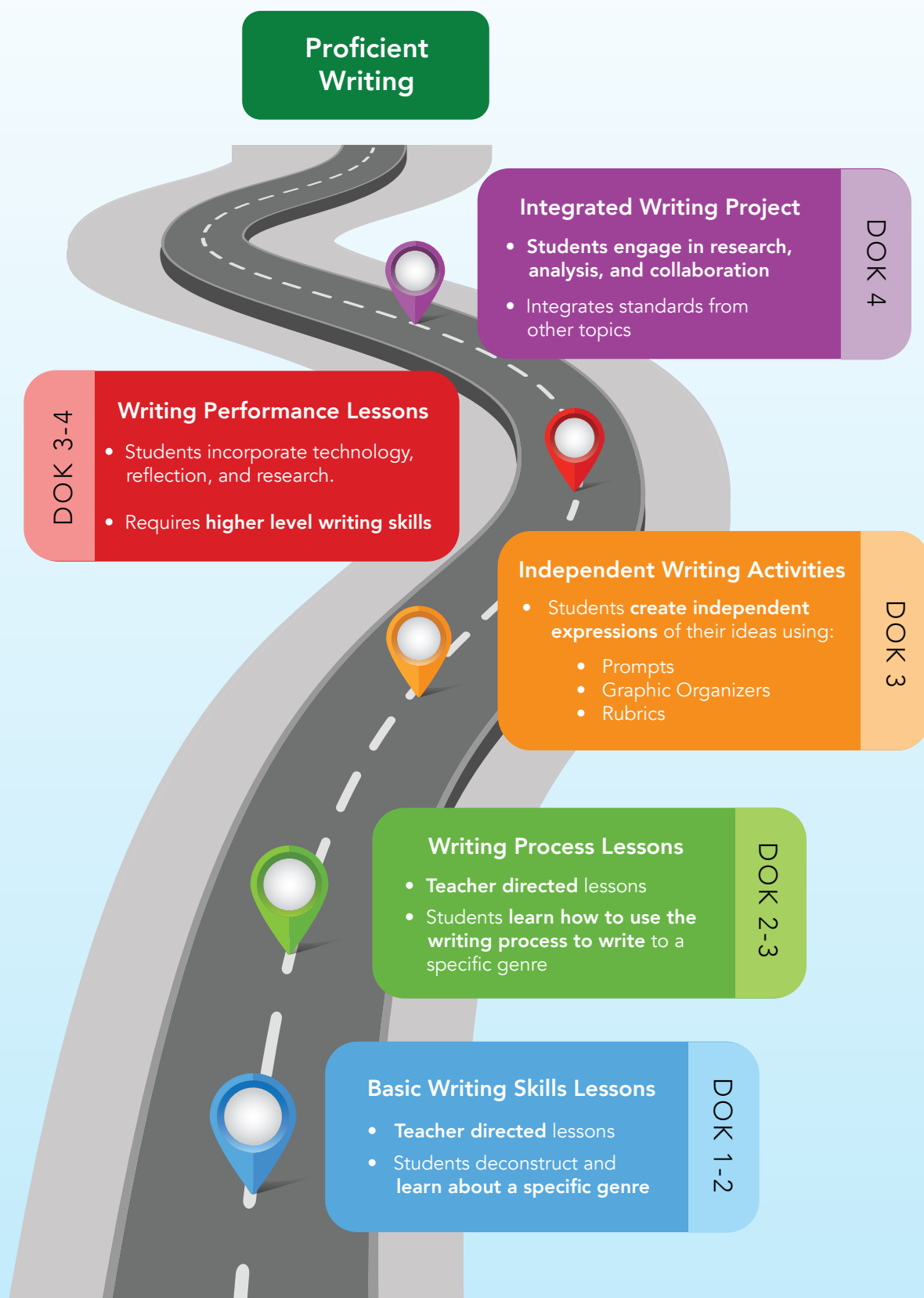
A ROADMAP TO WRITING



Program Overview & Sample Lessons

Standards Plus® Writing Highway

A Journey to Proficient Writing



What Makes Standards Plus® Writing Highway Different From Other Writing Programs

Writing Highway Lessons are teacher directed:

- All lessons are directly taught by teachers using the direct instruction format.
- Direct instruction fosters the most significant gains in student achievement that result in a deep and enduring understanding of the concept.
- Provides immediate feedback to students.

Writing Highway Lessons have discrete learning targets:

- Clear learning objectives allow students to learn and retain the information in their long-term memory.

Writing Highway Lessons provide multiple exposures to each standard/skill:

- Skills are broken down (deconstructed) and presented in 4 to 8 lessons.
- Provides multiple opportunities to practice and develop a deep understanding of a specific genre or convention.

Writing Highway Lessons teach students to use and understand:

- Writing prompts
- Graphic organizers
- Rubrics

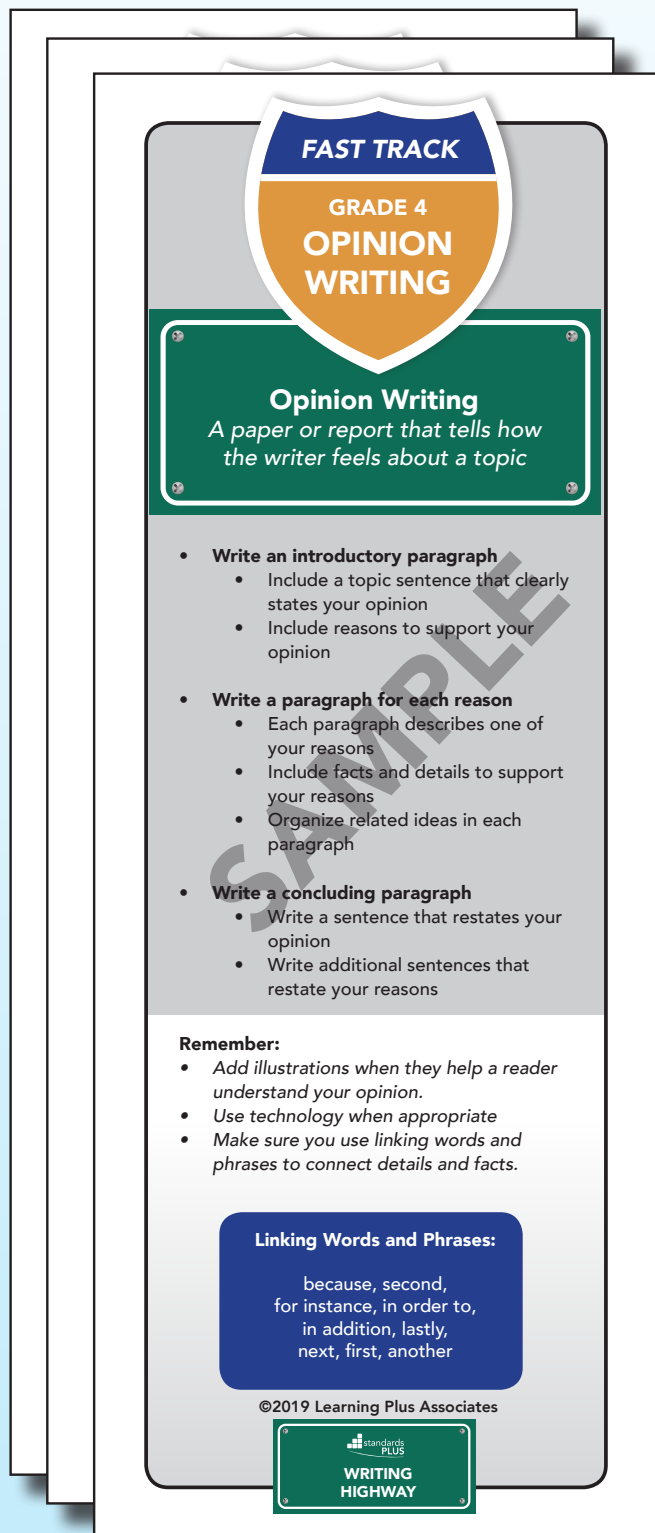
Writing Highway Lessons:

- Are written directly to grade level writing standards.
- Are designed to follow the K-12 College and Career Readiness anchor standards.
- Include detailed lesson plans.

Standards Plus Writing Highway Includes:

- Basic writing skills lessons
- Fast track cards - quick reference guides to the components in each genre
- Writing process lessons
- Conventions lessons
- Independent writing activities
- Extended performance lessons
- An Integrated writing project

Additional Items to Help Students on their Writing Journey



- **Fast Track Review Cards** provide students with an easy, quick reference to the elements of each genre and are used to guide their writing.
- **Highlighters** for use in Writing Highway lessons.





Basic Writing Skills Road

The journey begins with eight basic writing skills lessons and two evaluations for each of the three grade level genres (Opinion, Informative/Explanatory, and Narrative).

The basic writing skills lessons deconstruct a genre so students understand the genre specific elements.

OPINION

Deconstructing an Opinion, students:

- Learn to support a point of view with reasons, facts and details
- Learn to expand ideas and use linking words and phrases
- Learn to write a conclusion that restates the topic and ties together the reasons supporting the opinion

INFORMATIVE/EXPLANATORY

Deconstructing an Informative/Explanatory piece, students:

- Learn to write a topic sentence with details that develop the topic
- Learn to include linking words and phrases to connect details and facts
- Learn to write a conclusion that restates the main idea

NARRATIVE

Deconstructing a Narrative, students:

- Learn to understand and write to the elements of narrative text
- Learn to use time order words to signal event order
- Learn to describe characters through actions, thoughts, feelings and dialogue
- Learn to include dialogue and descriptive words

Basic writing skills lessons are written in a direct instruction format because it is the most effective research-based instructional delivery model and it is proven to increase student achievement.

Standards Plus® – Language Arts – Grade 4

Strand: Narrative Writing

Focus: Writing From a Prompt

Lesson: #7

Writing Standards: W.4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3c: Use a variety of transitional words and phrases to manage the sequence of events. W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely. W.4.3e: Provide a conclusion that follows from the narrated experiences or events.

Lesson Objective: Students will write a narrative from a prompt.

Introduction: “Narrative writing is writing that is used to entertain or tell a story. It is not a piece where the author states their opinion or gives information. Narratives are fun to read and a place where the author can use his or her imagination.”

Instruction: “Who can name some of the elements of a narrative? (*Character, setting, narrator, plot or events, conflict and resolution.*) Narrative writing has a beginning, a middle, and an end or conclusion. The author uses dialogue and describing words to add details to develop the events and characters. Transitional words and phrases help move the story along. Today we are going to put all those things together to identify and write a narrative from a prompt.”

Guided Practice: “On your student page is a story written from a prompt. Let’s read it together. What are the narrative elements in this story? Who are the characters? What is the setting? Circle the characters Zoe and Kristin. Underline elementary school to highlight the setting. Underline the problem that the character has. (Guide students to underline the sentence that states that the character knows no one.) What was the conclusion to the story? The conclusion helps the story wrap up and the problem solved.” Students should refer to the last paragraph.

Independent Practice: “On your student page is writing prompt. Your task is to write a short narrative from the prompt. It must include characters, setting, events with a problem, a resolution, and a conclusion.”

Review: Students share their stories.

Closure: “Narratives contain specific elements are meant to entertain.”

Answers: Answers may vary, but the story must include the listed elements and respond to the prompt.

**Opinion
Writing**

1	Opinion – Stating Opinions
2	Opinion – Stating Opinions
3	Opinion – Concluding Sentence
4	Opinion – Linking Words / Phrases
E1	Evaluation - Opinion
5	Opinion Pieces – Structure
6	Opinion Pieces – Expand Pieces
7	Opinion Pieces – Linking Words / Phrases
8	Opinion Pieces – Linking Words / Phrases
E2	Evaluation-Opinion

**Informative/
Explanatory
Writing**

1	Informative/Explanatory - Topic Sentences
2	Informative/Explanatory - Topic & Details
3	Informative/Explanatory - Linking Words/Phrases
4	Informative/Explanatory - Concluding Statement
E1	Evaluation-Informative/Explanatory
5	Informative/Explanatory – Precise Language
6	Informative/Explanatory – Expanding Details
7	Informative/Explanatory - Linking Words/Phrases
8	Informative/Explanatory - Concluding Statement
E2	Evaluation-Informative/Explanatory

**Narrative
Writing**

1	Narrative – Prompt and Plan
2	Narrative – Beginning Paragraph
3	Narrative – Dialogue and Descriptive Words
4	Narrative – Transitional Words and Phrases
E1	Evaluation - Parts of a Narrative Writing Piece
5	Narrative – Using Sensory Details
6	Narrative – Conclusion
7	Narrative – Writing from a Prompt
8	Narrative – Writing from a Prompt
E2	Evaluation - Parts of a Narrative Writing Piece

Provided as a
sample on the
next page



Standards Plus® – Language Arts – Grade 4

Strand: Narrative Writing

Focus: Writing From a Prompt

Lesson: #7

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Instruction: “Who can name some of the elements of a narrative? (*Character, setting, narrator, plot or events, conflict and resolution.*) Narrative writing has a beginning, a middle, and an end or conclusion. The author uses dialogue and describing words to add details to develop the events and characters. Transitional words and phrases help move the story along. Today we are going to put all those things together to identify and write a narrative from a prompt.”

Guided Practice: “On your student page is a story written from a prompt. Let’s read it together. What are the narrative elements in this story? Who are the characters? What is the setting? Circle the characters Zoe and Kristin. Underline elementary school to highlight the setting. Underline the problem that the character has. (Guide students to underline the sentence that states that the character knows no one.) What was the conclusion to the story? The conclusion helps the story wrap up and the problem solved.” Students should refer to the last paragraph.

Independent Practice: “On your student page is writing prompt. Your task is to write a short narrative from the prompt. It must include characters, setting, events with a problem, a resolution, and a conclusion.”

Review: Students share their stories.

Closure: “Narratives contain specific elements are meant to entertain.”

Answers:

Answers may vary, but the story must include the listed elements and respond to the prompt.

Standards Plus® – Language Arts – Grade 4

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Example:

It was the first day of the rest of my life, well my elementary school life that is. Hi, my name is Zoe and this is the first day of fifth grade at my new school. I call it the first day of the rest of my life, because I am new and in the highest grade at this school. That means I am the big kid, we set the tone and run the school. The thing is I know no one.

The first thing that happened after my mom dropped me off was I stepped in a puddle and ended up with a wet shoe. "Great," I thought. Next I couldn't remember which hallway took me to my class. "Was it the blue hallway, red hallway, or the white one?" I asked inside my head. Finally, I found my class. In I went and sat down in my desk. I didn't dare look around. I didn't want others to think I was staring. Our teacher started teaching and the next thing I knew it was lunch. "Oh no, no one to sit with," I thought sadly.

Then it happened, as I was getting my lunch I bumped into a girl. She looked at me and smiled. I knew right then she was nice and would be my new friend. Sure enough, Kristin and I have been friends ever since. We both had a really good year.

Directions: Using the prompt, write a narrative that includes characters, a setting, a plot with events, a problem and resolution, and a conclusion.

Prompt: You are cleaning your room when you hear a strange noise coming from your closet.



Conventions Court

Conventions skills lessons are included in Standards Plus® Writing Highway. These lessons support the writing journey by teaching the fundamentals of grammar, language, punctuation, and capitalization. These lessons should be integrated and taught based on your students' needs.

Conventions Topics Included:

Grammar & Usage (20 Lessons)

Knowledge of Language (8 Lessons)

Punctuation Lessons (12 Lessons)

Capitalization Lessons (8 Lessons)



Writing Process Plaza

SECOND STOP

Writing Process Plaza

Prepared with the basic skills to write a narrative, opinion, or informative/explanatory piece, the next destination is the writing process.

The writing process lessons teach students how to develop, organize, stylize, and produce clear, coherent writing for each genre. They develop and strengthen writing by planning, prewriting, drafting, editing, revising, and producing a final product. **Each set of writing process lessons includes a prompt, a graphic organizer, and a three point rubric.**

The Standards Plus Approach to the Writing Process



Learn genre elements and features



Deconstruct a prompt



Organize thoughts with a graphic organizer



Review the rubric and write first draft



Review rubric & make changes/corrections



Write final product

The **Writing Process Lessons** follow the same step-by-step direct instruction process as the basic writing skill lessons.

Follow the Teacher Lesson Plans in your Teacher Edition.

1. Project the student page.
2. Preread the teacher lessons before you teach.
3. Read the **Introduction** aloud.
4. Read the **Instruction** aloud.
5. Read the **Guided Practice** and work through the examples.
6. Read the **Independent Practice**. You may have students complete this portion with you, with a partner, or independently.
7. Follow the directions for **Review** with your students when all students have completed Independent Practice.
8. Read or paraphrase the **Closure**. Have students summarize the important concepts or skills learned in the lesson.

Writing Process Plaza

Writing Process Lessons in Writing Highway

Opinion Writing

Lesson	Focus
1	Review – Features of Opinion Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit & Revise – Partner Review
6	Publish – Final Draft

Informative/Explanatory Writing

Lesson	Focus
1	Review – Features of Informative/Explanatory Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit & Revise – Partner Review
6	Publish – Final Draft

Narrative Writing

Lesson	Focus
1	Review – Features of Narrative Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit & Revise – Partner Review
6	Publish – Final Draft

Provided as a samples on the next page →



Standards Plus® Writing Highway — Narrative — Grade 4

Lesson 2: Plan – Deconstructing a Prompt

Teacher Note: Do not reveal the genre of the writing prompt. This is part of today's instruction. The students' pages do not indicate genre.

Lesson Objective: The students will analyze a writing prompt to determine the genre of the writing and list the requirements of the writing task.

Introduction: "Today we will analyze a writing prompt to determine how to approach the writing task. This is called deconstructing, or taking apart, a prompt"

Instruction: "A writing prompt describes what we need to do in a writing task. Understanding the prompt is essential to producing writing that matches the expectations. Let's begin by reading the prompt two times. You may underline or highlight key words or phrases as we read so you can easily refer to them later. (Read the prompt two times.) What key words or phrases did you find as you read?" Discuss the key words.

Guided Practice: "Now we need to answer the first two questions together. These questions are, *What genre of writing is this writing task?* and *How do you know?* Let's begin by identifying the genre. Can you tell from the prompt? (Discuss. The students should recognize they have been asked to write a fable. You may have to remind them that fables are narrative writing.) Let's write *narrative* on the line. Now, we need to explain how we know it is a narrative. How do you know? (Discuss. It says *fable* in the prompt.) Write down how you know it is a narrative on the lines provided for you."

Independent Practice: You may have students complete this portion with you, with a partner, or on their own. "Now make a list of the things you need to be sure to do when you write your story. Go sentence by sentence and write your list."

Review: Review the list. Have the students add any additional ideas they have considered. Discuss whether or not their additional ideas should be included.

Closure: "Today we read an example of a fable, then we deconstructed a writing prompt. This is an important step when you are preparing to complete a writing task. This step helps guide everything you do in the writing task."

Answers:

1. Narrative
2. Answers will vary: *It says fable and includes characters, a moral, and events.*
3. Deconstructed prompt:
 - a. Write a fable about squirrels who need to store food for the winter.
 - b. The moral of the fable is *When you work together, anything is possible.*
 - c. Include details and events that tell a story about working together.
 - d. Use paragraph format.

Standards Plus® Writing Highway — Narrative — Grade 4

Lesson 2: Plan – Deconstructing a Prompt



Let's read "Belling the Cat" together. It is a fable. Fables are short stories that teach a lesson that's called the moral of the story.

The Mice got together to try to come up with a solution to their problem with the Cat. The Cat regularly ate unsuspecting Mice, who didn't realize the Cat was about. The Mice planned for some time, but no one had a solution. Finally, a young Mouse said, "We are in danger because the Cat is sly and wily, and she slinks about on her silent paws. We have to have a way to know when she is near. If we place a bell around her neck, she will not be able to sneak up on our number, and we will be saved from becoming her dinner!"

The Mice were excited at the proposal. The young Mouse had a winning idea that could save them all! They cheered and applauded the idea. When the assembly settled down, an elder Mouse asked, "And who shall bell the Cat?" The assembly shook at the prospect, and they began to strategize anew.

Moral: It is easy to propose impossible remedies.

Prompt: You will write a fable about squirrels who need to store food for the winter. Think about problems squirrels might confront and possible solutions. The moral of your fable is when you work together, anything is possible. Your fable should include details and events that tell a story about working together.

1. What genre of writing is this writing task?

2. How do you know?

3. Deconstruct the prompt (make a list of what you need to do):



Standards Plus® Writing Highway — Narrative — Grade 4

Lesson 3: Prewrite – Graphic Organizer Activity

Lesson Objective: The students will discuss their fable ideas in groups and complete a graphic organizer for their narrative piece.

Introduction: “Today we will prepare to write the fable about the squirrels who need to store food for the winter.” Have students reread the prompt in the previous lesson before beginning this lesson and before all subsequent lessons.

Instruction: “Today you will each use a graphic organizer to plan your fable. Graphic organizers are visual displays that simplify and organize ideas. Graphic organizers come in different forms, each one suited to organize certain types of information. They are sometimes called story maps, information maps, outlines, Venn diagrams, and so on. Different genres use different types of graphic organizers. Graphic organizers used for narrative are called story maps. The moral of your fable is *When you work together, anything is possible*. First, you will discuss your ideas for your fable in small groups. (Divide students into groups of 3-4 students.) There are discussion questions to help guide you. Talk about how you will describe the squirrels and their problems. Talk about whether or not there will be other characters. Talk about events that can lead to the given moral.” Provide time for the groups to discuss their ideas.

Guided Practice: “Let’s look at the story map. You will need to write a title for your story. The squirrels have already been filled in as main characters, but are there other characters? If so, write your response on the line. Fables are written in third person, so you will use third person to tell the story. That means you will write from either one of the character or a narrator’s point of view. For example, *They argued for hours over how they will move their food*. Think about the fable you are planning. Write a short description of your setting.”

Independent Practice: “Now using the story map, you need to complete the events that tell your fable. Do not include details or dialogue here; instead write simple sentences, words, phrases, or ideas for each event. You will add details and dialogue when you write the first draft of your fable. Be sure the ending of the fable reflects the given moral.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “We prepared to write our fables by using a graphic organizer called a story map. Next we will review the rubric that will guide your writing, and you will write the first draft.”

Standards Plus® Writing Highway — Narrative — Grade 4

Lesson 3: Prewrite – Graphic Organizer Activity



Discussion Questions:

- How will you describe the squirrels and their problems? Discuss your ideas.
- Are there characters other than the squirrels?
- Events are the things that happen in a story. What events could result in the moral *When you work together, anything is possible*
- The details and descriptive words you use paint a picture for the reader. Choose words that will help you develop the characters and events in your fable.

Title:
Moral: <i>When you work together, anything is possible.</i>
Main Characters: <i>Squirrels</i> . Are there others? _____
Setting – When, Where, Time:
Event 1:
Event 2:
Event 3:
Event 4:
Event 5:
Event 6:



Standards Plus® Writing Highway — Narrative — Grade 4

Lesson 4: Draft – Rubric Review and First Draft

Lesson Objective: The students will review the rubric for the writing task and write their first draft.

Introduction: “Today we will review the rubric for the writing task, and you will write your first draft.”

Instruction: “A rubric is a scoring guide used to evaluate a writing piece. The rubric includes all the elements of a narrative and tells us the quality we need to show in our writing. We will focus on the highest rubric score in our lesson today. Let’s read the qualities you need to include in your writing in order to receive the highest score.” Read the rubric criteria at least two times.

Guided Practice: “Now we will go back and highlight the key points of each element in column 3, the highest score on the rubric. The first element says, *The central idea of the fable is about squirrels who store food for winter.* How will you ensure that the action in your story is all about squirrels who store food? (Discuss.) The second element says, *Includes a setting that fits the fable.* Be thoughtful about the setting of your fable. What problems do the squirrels confront? Where do the squirrels go to find food and where do they move their food? (Discuss.) The third element says, *Provides many detailed events that lead to the moral ‘When you work together, anything is possible.’* How will you develop the events to lead to the given moral? (Discuss.) The fourth element says, *Writes the events in sequential order to allow the reader to follow the plot.* You will want to check the events you wrote in your graphic organizer to be certain you have them in a sequential order. The fifth element reminds you that you need to use correct format and conventions in your writing.”

Independent Practice: “You will write two drafts of your story. You will work with a partner after you have written your first draft to find out how you score on each element of the rubric. You will write your final draft after you have had time to consider your partner’s suggestions. It is now time for you to write the first draft of your story. Look back over the deconstructed prompt list, your graphic organizer, and the rubric to help guide your writing.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “Today you became familiar with a rubric and wrote the first draft of your fable.”

Standards Plus® Writing Highway — Narrative — Grade 4

Lesson 4: Draft – Rubric Review and First Draft



Elements	3 Thoroughly meets expectations	2 Partially meets expectations	1 Does not meet expectations
Main Idea	<input type="checkbox"/> The central idea of the fable is about squirrels who store food for winter.	<input type="checkbox"/> The fable includes squirrels who store food for winter.	<input type="checkbox"/> The fable does not include squirrels.
Setting	<input type="checkbox"/> Includes a setting that fits the fable.	<input type="checkbox"/> Includes a setting.	<input type="checkbox"/> Does not include a setting.
Details	<input type="checkbox"/> Provides many detailed events that lead to the moral <i>When you work together, anything is possible.</i>	<input type="checkbox"/> Provides few events that may lead to the moral <i>When you work together, anything is possible.</i>	<input type="checkbox"/> Does not provide events that lead to the moral.
Events	<input type="checkbox"/> Writes the events in sequential order to allow the reader to follow the plot.	<input type="checkbox"/> Writes some events in order.	<input type="checkbox"/> The events are difficult to follow.
Conventions	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes no errors.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding.



Independent Writing Avenue

THIRD STOP

Independent Writing Avenue

The next leg of the journey takes students to independent writing.

Using the knowledge they've learned along the way, students are given three independent writing activities per genre that include a prompt, a graphic organizer, and a rubric. At times these activities require students to apply research, and use technology to develop and strengthen their writing by planning, revising, editing and rewriting. **Each independent writing activity includes a prompt, a graphic organizer, and a three point rubric.**

Each Genre Includes Three Independent Writing Activities

Standards Plus® Writing Road Trip – Grade 4

Narrative Writing Activity 2 – Prompt

The Field Trip to...

Your class is going on a field trip. Everyone gets on the bus, and the driver pulls out of the school parking lot. After driving for a while, no one, including the bus driver, knows where you are. Finally, your teacher demands that the bus driver pull over and park. Where are you? What happens next?

Prompt: Write a story that begins when your driver pulls over and ends when you arrive back at school. Include dialogue and details that show how everyone reacts to the situation. Clearly establish the situation with a narrator and characters. The sequence of events should contain dialogue and descriptions. Use a variety of transitional words and phrases to explain events. Provide a clear sense of closure. Use conventions correctly.



Follow the steps of the writing process:

- **Review** – Look at your Narrative Fast Track Review Card to help you organize your writing.
- **Plan** – Using a highlighter deconstruct the prompt and highlight the rubric.
- **Prewrite** – Fill in the graphic organizer to simplify and organize your ideas.
- **Draft** – Write your draft using your rubric and ideas from your graphic organizer.
- **Edit** – Edit your draft using your partner's comments and the rubric as a guide.
- **Publish** – Write your final draft.

Standards Plus® Writing Highway – Grade 4

Narrative Writing Activity 2 – Graphic Organizer

Title:
Setting –Where & When:
Characters:
Situation:
Event #1:
Event #2:
Event #3:
Conclusion:

Standards Plus® Writing Highway – Grade 4

Narrative Writing Activity 2 – Rubric

Elements	3 Thoroughly meets expectations	2 Partially meets expectations	1 Does not meet expectations
Introduction	<input type="checkbox"/> Clearly establishes the situation with a narrator and/or characters.	<input type="checkbox"/> Attempts to establish a situation with a narrator and/or characters.	<input type="checkbox"/> Does not establish a situation with a narrator and/or characters.
Events	<input type="checkbox"/> Clearly develops experiences and events, or clearly shows characters' responses to situations through dialogue and descriptions.	<input type="checkbox"/> Uses some dialogue and descriptions to develop experiences and events and to convey characters' responses to situations.	<input type="checkbox"/> Does not develop experiences and events or show characters' responses to situations.
Transitional Words	<input type="checkbox"/> Uses a variety of transitional words and phrases to manage sequence of events.	<input type="checkbox"/> Uses some transitional words and phrases to manage sequence of events.	<input type="checkbox"/> Does not use transitional words and phrases to manage sequence of events.
Conclusion	<input type="checkbox"/> Provides a clear sense of closure that follows a logical sequence.	<input type="checkbox"/> Attempts to provide a sense of closure that follows a logical sequence.	<input type="checkbox"/> Conclusion is lacking and does not follow a logical sequence of events.
Conventions	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes no errors.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding.



Writing Performance Lesson Lane

FOURTH STOP

Writing Performance Lesson Lane

The journey continues with writing performance lessons.

These lessons require students to apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking. **Each writing performance lesson includes a prompt, a graphic organizer and a four point rubric.**

Each Genre Includes One Performance Lesson

Teacher Lesson Plan Page 1 of 2

**Standards Plus® – Language Arts – Grade 4
Performance Lesson – Strand: Writing – Narrative**

Standard Reference: W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Required Student Materials:

- **Student Pages:**
- **Lined paper**

Lesson Objective: The students will work individually to write narrative stories in which they write about a trip to outer space.

Overview: Students will review the elements of narrative writing.

Students will:

- Write a well-developed introduction that establishes the situation and includes the narrator and/or characters.
- Create an organizational structure that creates a clear sequence of events.
- Use dialogue and descriptions to develop experiences and events or show characters' responses to situations.
- Use transitional words and phrases to link the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events.
- Provide a well-developed sense of closure.

Guided Practice:

- Review all the elements of a narrative writing story and the narrative writing prompt.
- Review how to write dialogue, how to write descriptions to develop experiences and events, and how to write concrete words and phrases and sensory details to include in the story.
- Review transitional words and phrases and remind students to include them in the story.
- Review the criteria for a 4-point rubric score.
- Brainstorm ideas, and assist the students in completing the graphic organizer to develop the content and structure of the story.
 - Write a working title for the story.
 - Write a description of the setting, names of the characters, and explain the situation/problem.
 - Write 3 events that occur in the story.
 - Include transitional words and phrases to link the sequence of events.
 - Write a well-developed sense of closure.
- Before students write their story, have them trade and review a partner's graphic organizer and share suggestions on how to clarify ideas and/or improve the structure.

**Standards Plus® – Language Arts – Grade 4
Performance Lesson – Strand: Writing – Narrative**

Independent Practice:

- Have students use completed graphic organizers to organize and write their stories.
- Write 3-5 paragraphs:
 - o First Paragraph: Introduction
 - o Paragraphs 2, 3, and 4: Separate paragraph for each event with clear descriptions (will vary depending on how the student organizes the story)
 - o Last Paragraph: A closure that is well-developed and follows the logical sequence of the story

Review & Evaluation:

- Option 1: Students read their stories to a partner before making any addition or revisions. Then students trade papers with their partners and have the partner use the rubric to score the story. Students use the peer score to edit their stories.
- Option 2: Teacher collects and scores with the writing rubric.
- Option 3: Writing conference with student and teacher.

Student Page 1 of 2

Standards Plus® – Language Arts – Grade 4 Performance Lesson – Strand: Writing – Narrative

4th Grade Narrative Writing Prompt: We have read about outer space in magazines and books. We have seen outer space shown in television shows and movies. Some of what we know about outer space comes from scientists and the exploration of space, but much about outer space is still a mystery to us. If you could go anywhere in outer space, where would you go? Write a story about where you would go, who you would take with you, what you would see, and how you would get home.

Narrative Story Map

Title:
Setting – When, Where, Time:
Characters:
Situation/Problem:
Event 1:
Event 2:
Event 3:
Conclusion or Solution:

Standards Plus® – Language Arts – Grade 4 Performance Lesson – Strand: Writing – Narrative

4th Grade Writing Rubric – Narrative

4	3	2	1
<ul style="list-style-type: none"> Includes a clearly established situation with narrator and/or characters. Organizational structure includes a clear sequence of events. 	<ul style="list-style-type: none"> Includes an established situation with narrator and/or characters. Organizational structure includes a sequence of events. 	<ul style="list-style-type: none"> Attempts to establish a situation with narrator and/or characters. Organizational structure and sequence of events is unclear. 	<ul style="list-style-type: none"> Does not establish a situation with narrator and/or characters. Organizational structure and sequence of events is lacking or unclear.
<ul style="list-style-type: none"> Uses dialogue and descriptions to clearly develop experiences and events or clearly show characters' responses to situations. 	<ul style="list-style-type: none"> Uses dialogue and descriptions to develop experiences and events or clearly show characters' responses to situations. 	<ul style="list-style-type: none"> Uses some dialogue and descriptions to develop experiences and events or clearly show characters' responses to situations. 	<ul style="list-style-type: none"> Does not use dialogue and descriptions to develop experiences and events or clearly show characters' responses to situations.
<ul style="list-style-type: none"> Uses a variety of transitional words and phrases to manage sequence of events. 	<ul style="list-style-type: none"> Uses transitional words and phrases to manage sequence of events. 	<ul style="list-style-type: none"> Uses some transitional words and phrases to manage sequence of events. 	<ul style="list-style-type: none"> Does not use transitional words and phrases to manage sequence of events.
<ul style="list-style-type: none"> Uses well-chosen concrete words, phrases, and sensory details to precisely convey experiences and events. 	<ul style="list-style-type: none"> Uses concrete words, phrases, and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> Attempts to use concrete words, phrases, and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> Does not use concrete words, phrases, and sensory details to convey experiences and events.
<ul style="list-style-type: none"> Provides a clear sense of closure that follows a logical sequence. 	<ul style="list-style-type: none"> Provides a sense of closure that follows a logical sequence. 	<ul style="list-style-type: none"> Attempts to provide a sense of closure that follows a logical sequence. 	<ul style="list-style-type: none"> Sense of closure that follows a logical sequence is lacking.
<ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes no errors. 	<ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding. 	<ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes several errors and may interfere with understanding. 	<ul style="list-style-type: none"> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding.



Integrated Writing Project Place

FIFTH STOP

Integrated Writing Project Place

Nearing their final destination, students work on an integrated writing project.

This project compels students to conduct longer range research so they can routinely write coherent, substantial, and factual compositions. **The integrated writing project includes a prompt, a graphic organizer, and a four point rubric.**

Standards Plus® – Language Arts – Grade 4
Integrated Project: *Space Exploration*

Project Objective:

The students will investigate an object found in our solar system, which may include:

- A planet: Mercury, Venus, Mars, Jupiter, Saturn, Uranus, or Neptune
- A star: the Sun
- A moon: our Moon, Io, Titan, Umbriel, Ariel, Janus, Europa, etc.
- Comets, asteroids, dwarf planets

Project Description:

Students will complete two tasks in this project. The first task will be to write and present a non-fiction children's book suitable for a first grade student, complete with text and illustrations. The second task will be to create and present an advertisement with a positive opinion statement and reasons to indicate why a first grader would want to read the book. They will edit the book and advertisement for all conventions prior to publication. Since this is a learning activity, all components will be completed in class.

Project Components:

- Choosing a topic for study
- Determining the information to look for
- Reviewing non-fiction books written for young children
- Writing and illustrating non-fiction (informative/explanatory) text
- Editing the book
- Final production of the book
- Reviewing a book to create an advertisement
- Designing the advertisement
- Editing the advertisement
- Creating the final advertisement
- Presenting the book and advertisement

Standards Plus® – Language Arts – Grade 4
Integrated Project: *Space Exploration*

Space Exploration Prompt and Graphic Organizer

Space Exploration Prompt: You will investigate an object in our solar system. You will learn about the object, where it is located, what it looks like, what it is made of, etc. You will create an illustrated, non-fiction book that is appropriate for a first grader based on what you learn. When you have finished creating the book, you will read another student's book, and you will create an advertisement for that student's book. You will include words and images in your advertisement.

Graphic Organizer:

Topic:

Location:

What is it?

What are its features?

What is it made of?

What does it look like?

What new vocabulary will you introduce in the book?

What images will you include?

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