

Washington Elementary Writing Curriculum Map Fourth and Fifth Grade

A look into using Lucy Calkin's Writing Workshop through six units of study
(Launching Writing Workshop, Personal Narrative, Essay, Fiction, Lit Essay, Memoir)

Please note fourth grade materials are highlighted in green and fifth grade materials are highlighted in yellow.

Washington Elementary 4th and 5th Grade Writing Curriculum Map

	Essentials Question	Content	Skills	Assessment	Resources
September	<p>What do good personal narrative writers do?</p> <p>How do seed ideas develop into narratives?</p> <p>How do personal narrative writers generate ideas?</p>	<p>Personal narrative writers write about a moment that matters from their life experience</p> <p>Personal narratives are small moments, written step by step</p> <p>Fiction writers study mentor text</p>	<p>Establish writing workshop routines</p> <p>Plan personal narratives using a timeline</p> <p>Generate a variety of ideas</p> <p>Develop a strong lead to hook the audience</p> <p>Formulate an ending that conveys unity and coherence</p> <p>Evaluate writing in order to add, delete, move and change information to convey the moment</p> <p>Appraise the writing process in order to provide comments, ask questions, and give advice</p>	<p>Students will publish a draft with personal narrative traits</p>	<p>Lucy Calkins CD</p> <p>Shortcut by Donald Crew (generating small moment idea)</p> <p>Bigmama by Donald Crew (generating small moment idea)</p> <p>Shortcut by Donald Crew (strong lead)</p> <p>The Paperboy by Dav Pilkey (strong lead)</p> <p>Roxaboxen by Alice McLerran (strong leads)</p> <p>Peter's Chair by Ezra Jack Keats (strong leads)</p> <p><u>Fireflies</u> by Julie Brinckloe (strong lead)</p> <p><u>Whistling</u> by Elizabeth Partridge (strong lead)</p> <p><u>The Witch of Blackbird Pond</u> by Elizabeth Speare (strong lead)</p> <p><u>Because of Winn-Dixie</u> by Kate DiCamillo (strong lead)</p> <p>Fireflies by Julie Brinckloe (good endings)</p> <p>Mutt Dog by Stephen Michael King (good ending)</p> <p><u>Saturdays and Teacakes</u> by Lester Laminack (good ending)</p> <p><u>Possum Magic</u> by Mem Fox (good ending)</p> <p><u>The Giant Jam Sandwich</u> by John Vernon Loyd (good ending)</p> <p><u>The Sunsets of Miss Olivis Wiggins</u> by Lester Laminack (good ending)</p> <p>Shortcut by Donald Crew (heart of story)</p> <p>Bigmama by Donald Crew (heart of story)</p>

<p>What do good personal narrative writers do?</p> <p>How do seed ideas develop into narratives?</p> <p>How do personal narrative writers generate ideas?</p>	<p>Personal narrative writers write about a moment that matters from their life experience</p> <p>Personal narratives are small moments, written step by step</p> <p>Personal narrative story elements include (setting, lead, turning point, resolution)</p> <p>Fiction writers study mentor text</p> <p>Characters have internal and external features</p>	<p>Plan using a story mountain/arc</p> <p>Generate a variety of ideas that show strong feelings</p> <p>Develop characters with internal and external features</p> <p>Develop elements of story (character, problem, resolution, turning point)</p> <p>Read writing aloud</p> <p>Evaluate writing in order to add, delete, move and change information to convey the moment</p> <p>Appraise the writing process in order to provide comments, ask questions, and give advice</p>	<p>Students will publish a draft with personal narrative traits</p> <p>On Demand Writing Sample</p>	<p>Lucy Calkins CD</p> <p>Eleven by Sandra Cisneros (Reading with a writer’s eye – read aloud)</p> <p>Edna Mae: First Lesson in Prejudice Chicken Soup for Children’s Soul (reading with writer’s eye)</p> <p>The Pest Chicken Soup for the Children’s Soul (reading with writer’s eye)</p> <p>Best Friends Chicken Soup for the Children’s Soul (reading with writer’s eye)</p> <p>House on Mango Street by Sandra Cisneros (reading with a writer’s eye – read aloud)</p> <p>Baby’s Ears Chicken Soup for the Children’s Soul (reading with writer’s eyes)</p> <p>Batgirl Chicken Soup for the Children’s Soul (reading with a writer’s eye)</p> <p>The Connection Chicken Soup for the Children’s Soul (reading with writer’s eye)</p> <p>Chicken Soup for the Kid’s Soul (reading with a writer’s eye)</p> <p>Your Name in Gold Chicken Soup for the Children’s Soul (turning points)</p> <p>Papa Who Wakes Up Tired in the Dark by Sandra Cisneros (turning points)</p> <p>Owl Moon by Jane Yolen (good leads)</p> <p>My Pig Amarillo by Satomi Ichikawa (good leads for group work)</p> <p>Mike Mulligan and Steam Shovel by Virginia Lee Burton (good leads small group)</p> <p>Because of Winn Dixie by Kate DiCamillo (good leads)</p> <p>Smokey Night by Eve Bunting (goods leads for small group)</p> <p>Sarah, Plain and Tall by Patricia MacLachlan (good leads for small group)</p> <p>Olive’s Ocean by Kevin Henkes (internal story)</p> <p>Al Capone Does My Shirts by Gennifer Choldenko (internal story)</p> <p>Your Name in Gold Chicken Soup for the Children’s Soul (scenes from past and future)</p> <p>Papa Who Wakes Up Tired in the Dark by Sandra Cisneros (scenes from past and future)</p> <p>Shortcut by Donald Crews (story arc)</p> <p>Peter’s Chair by Ezra Jack Keats (story arc)</p> <p>Saturday and Teacakes by Lester Laminack (good endings)</p> <p>Mutt Dog by Stephen Michael King (good endings)</p>
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November/December

<p>What do good essayists do?</p> <p>How do essay writers organize their writing?</p> <p>How do essayists generate ideas?</p> <p>How do essayists further their thinking?</p>	<p>Essay writers observe the world around them to generate ideas</p> <p>Essayists craft thesis statements</p> <p>Essayists organize their writing with boxes as thesis statements and bullets as supporting details and file folders as evidence</p> <p>Writers support their thesis statements with evidence- small moments, lists, interviews, quotes, research</p> <p>Essayists converse to further develop their supporting details</p>	<p>Collect ideas about their observations to form a claim</p> <p>Find and craft a thesis statement</p> <p>Use conversational prompts to elaborate</p> <p>Frame essays with boxes and bullets</p> <p>Create evidence to support thesis statements</p> <p>Develop strong introduction and conclusions</p> <p>Evaluate writing throughout the process in order to add, delete, move and change information to convey the thesis</p> <p>Appraise the writing process in order to provide comments, ask questions, and give advice</p>	<p>Students will publish a draft with essay traits</p>	<p>Lucy Calkins CD</p> <p><u>The Raft by Jim LaMarche</u> (intro essays)</p> <p><u>Hawk I'm Your Brother by Byrd Baylor</u> (intro essays)</p> <p><u>Parent Pressure</u> by Harriet (sample essay in Calkins teacher manual)</p> <p>"I Have a Dream Speech" by Martin Luther King Jr. (creating lists)</p> <p>Various student samples from teacher manual</p>
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<p>What do good fiction writers do?</p> <p>How do characters impact a fictional story?</p> <p>How do fiction writers generate ideas?</p> <p>How does the structure of the story engage the reader?</p>	<p>Fiction writers observe the world around them to generate ideas</p> <p>Fiction writers imagine stories they wish existed in the world</p> <p>Fiction writers build suspense</p> <p>Fiction writers study mentor text</p> <p>Fiction writers maintain credible characters and plot</p>	<p>Collect ideas about observations and imaginative ideas</p> <p>Develop a believable character's internal (struggles and motivations) and external traits</p> <p>Plan plot with a story mountain/arc</p> <p>Organize story mountains/arc with scenes</p> <p>Incorporate action, thoughts and dialogue to further develop plot</p> <p>Evaluate writing throughout the process in order to add, delete, move and change information</p> <p>Appraise the writing process in order to provide comments, ask questions, and give advice</p>	<p>Students will publish a draft with fiction traits</p>	<p>Lucy Calkins CD</p> <ul style="list-style-type: none"> ▪ bibliography (lesson 1 homework) <p>Chrysanthemum by Kevin Henkes (character struggles)</p> <p>My Name is Maria Isabel by Alma Flor Ada (character struggles)</p> <p>Shortcut by Donald Crews (story arc)</p> <p>Peter's Chair by Ezra Jack Keats (story arc)</p> <p>Ruby, the Copy Cat by Peggy Rathmann (good lead – copy in Lucy Calkins teacher manual)</p> <p>Peter's Chair by Ezra Jack Keats (good lead)</p> <p>Chicken Soup for the Children's Soul (good leads)</p> <p><u>Pippi Goes on Board</u> (mentor texts to flesh out characters – copy in Lucy Calkins teacher manual)</p>
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<p>How can good writers respond to reading?</p> <p>How do literary essayists organize their writing?</p> <p>How writers develop ideas about text?</p> <p>How do literary essayists elaborate their ideas?</p>	<p>Literary essayists read and participate in conversations about quality literature.</p> <p>Develop provocative ideas through personal connections to text</p> <p>Thesis statements are observations about reading selection</p> <p>Literary essayist use a boxes and bullets format to organize writing</p>	<p>Gather seed ideas and develop a thesis</p> <p>Collect supporting evidence</p> <p>Respond to reading</p> <p>Envision what it is like to live the story</p> <p>Support the thesis with lists, summaries, mini-stories, quotes, research</p> <p>Use mentor text to improve writing</p> <p>Grow and elaborate ideas using conversational prompts</p> <p>Evaluate writing in order to add, delete, move and change information to convey the moment</p> <p>Appraise the writing process in order to provide comments, ask questions, and give advice</p> <p>Frame essay with thesis, supporting details, and evidence</p>	<p>On Demand Writing Sample</p> <p>Students will publish a draft with literary essay traits</p>	<p>Lucy Calkins CD</p> <p>Whole group classroom text:</p> <p>Spaghetti by Cynthia Rylant (writing inside the story) (close reading) (characters) (conversational prompts) (provocative ideas) (thesis) (framing essay)(stories as evidence) (summaries) (lists) (craftsmanship) (polishing)</p> <p>Boar out There by Cynthia Rylant (writing inside the story) (close reading) (characters) (conversational prompts) (provocative ideas) (thesis) (framing essay) (stories as evidence) (summaries) (lists) (craftsmanship) (polishing)</p> <p>Mentor Text : (Teachers can use the following titles for mini lessons and students can choose one of the following to take through the unit)</p> <p>Everything will be Okay by James Howe (close reading)</p> <p>Peter’s Chair by Ezra Jack Keats (conversational prompts)</p> <p>Slower than the Rest by Cynthia Rylant</p> <p>All Ball by Mary Pope Osborne</p> <p>Growing up from Baseball in April by Gary Soto</p> <p>The Other Side by Jacquelyn Woodson (conversational prompts) (provocative ideas)</p> <p>Shells by Cynthia Rylant</p> <p>Marble Champ from <u>Baseball in April</u> (close reading) (characters) (conversational prompts) by Gary Soto</p> <p>Eleven by Sandra Cisneros (provocative ideas)</p> <p>The Bobsledder’s Jacket by Tim Myers from Chicken Soup for the Kids Soul</p> <p>Additional Mentor Text for 4th and 5th :</p> <p>Because of Winn Dixie by Kate Dicamillo (writing inside the story)</p> <p>Fly Away Home by Eve Bunting (writing inside the story)</p> <p>Charlotte’s Web by E.B. white (characters)</p> <p>Things by Eloise Greenfield – PPT (author’s craftsmanship)</p> <p>Alternative: Current teacher read-aloud (characters)</p>
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<p>What makes a strong memoir?</p> <p>How do writers generate ideas for memoirs?</p> <p>How can the structure of memoir capture the reader's attention?</p>	<p>Memoirs uncover life topics</p> <p>Life topics can be expressed from a big idea to a small topics or from a small topic to a big idea</p> <p>Writers study memoir mentor text for inspiration</p>	<p>Identify theme in short stories to answer, "What's this really about?"</p> <p>Use strategies to lead to deeper more insightful writing</p> <p>Apply mentor text structure to develop individual memoirs</p> <p>Create a timeline of an event that include internal and external journeys</p> <p>Evaluate writing to incorporate figurative language</p>	<p>Students will publish a draft with memoir traits</p>	<p>Lucy Calkins CD</p> <p><u>When I was Your Age: Original Stories About Growing Up</u> by Amy Ehrlich (uncovering life topics)</p> <p><u>What You Know First</u> by Patricia MacLachlan (uncovering life topics)</p> <p><u>My Rotten Readheaded Brother</u> by Patricia Polloco (uncovering life topics)</p> <p><u>House on Mango Street</u> by Sandra Cisneros (uncovering life topics) (structure) (writing about ideas)</p> <p><u>Been to Yesterdays</u> by Lee Bennet Hopkins (life topics)</p> <p><u>Hey World, Here I Am!</u> by Jean Little (small about big topics)</p> <p><u>The Relatives Came</u> by Cynthia Rylant (uncovering life topics)</p> <p><u>Thundercakes</u> by Patricia Poillaco (uncovering life topics)</p> <p><u>Alone</u> from Notebooks of Melanin Sun by Jacqueline Woodson (uncovering life topics) (small about big topics) (inspiration) (being our own teacher) (inspiration before drafting) (writing about ideas)</p> <p><u>My Grandmother's Hair</u> by Cynthia Rylant (small about big topics)</p> <p><u>Papa Who Wakes up Tired in the Dark</u> (small about big topics) (writing about ideas) (being our own teacher)</p> <p><u>Statue, Eating the World, Last Kiss</u> by Ralph Fletcher (small about big topics)</p> <p><u>Everything will be Okay</u> by James Howe (small about big topics) (inspiration before drafting)</p> <p><u>Eleven</u> by Sandra Cisneros (small about big topics) (inspiration before drafting) (writing about ideas)</p> <p><u>Laughter</u> by Sandra Cisnersos (writing about ideas)</p> <p><u>Mama Sewing</u> by Eloise Greenfield (for external/ internal)</p>
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Spaghetti by Cynthia Rylant (internal and external)

Not enough Emilys from Hey World Here I am by Jean Little (inspiration) (writing about ideas)

Journey by Patricia MacLachlan (inspiration)

Before I was Your Mother by Kathryn Lasky (structure)

Invention of Solitude by Paul Auster (structure)

What you Know First by Patricia MacLachlan (figurative language)

The Sound of Music (figurative language)

Roxaboxen by Alice McLerran (figurative language)

On Demand:

A Pet by Cynthia Rylant

Retired by Cynthia Rylant

Additional Memoir Mentor Text for 4th and 5th:

Teaching a Bad Dog New Tricks by David Beutow

Failure is a Good Thing by Jon Carroll

Creating Our Own Happiness by Wayne Coyne

Peace Begins with One Person by Ivory Harlow

Do What you Love by Tony Hawk

I Always Have a Choice by Catherine Royce

An Optimistic View of the World by Dan Tani

Wood Song (Excerpt) by Gary Paulsen

The Bike by Gary Soto from Growing up Chicano/a (inner journey – external and internal) (figurative language)