

Level E
(fourth grade)

Level E contains over 250 lessons divided into 4 units.

In **Unit 1**, writing is taught through the content area. Students learn synonyms for emotion words. They also learn how to describe characters and settings for stories. Students provide situations in which figurative language can be appropriately applied. In order to accommodate those students who have not yet mastered the process of writing organized paragraphs, a basic writing unit is included.

In **Unit 2**, antonyms and synonyms are introduced to replace commonly over used words. As students continue to master the process of writing, new and elaborate story plots are introduced. Pre-written narrative and expository essays that focus on different conventions of writing are provided for students to practice editing.

In **Unit 3**, the persuasive style of writing is introduced. Students learn three types of appeals, the format in which to apply persuasive writing and specific transitional vocabulary needed for this style of writing. **Vivid Vocabulary®** that applies to persuasive writing is incorporated in dictionary skill activities. Sample persuasive essays are provided for student editing.

In **Unit 4**, students experiment with 12 different styles of poetry. Definitions, examples and pre-writing activities are included.

“Teach Me Writing” is a **Researched-Based Curriculum** that is consistent with the requirements of Title 1.

Teacher Handbook includes:

- over 250 days of lessons with instructions
- **black line master** for each lesson
- **transparencies** for Unit 1 and Conventions
- blank Writing Rectangle format for teacher adaptation
- **narrative webs/transparencies** for different story plots
- **expository outline** for teacher implementation
- bulletin board word lists
- **standards, benchmarks and assessment**

Emotional Opposites:

happy - sad

Vivid Vocabulary:

cheerful elated delighted ecstatic
glum gloomy miserable depressed

*-List situations or events in which you might feel the following emotions:

cheerful, ecstatic, delighted

depressed, glum, miserable

Figurative Language:

I was as happy as a lark

I felt blue

I felt tickled pink

My heart was heavy

I jumped for joy

I felt down in the dumps

I felt as happy as a pig in mud

My heart was broken

In summation:

I was as happy as a barrel full of monkeys

My whole world fell apart

* Draw a picture that shows how people might look when they are feeling ecstatic. Draw another picture of how they might look when they are feeling depressed. Draw your pictures above the paragraphs that describe how people might look when they are experiencing that emotion.

cheerful elated delighted ecstatic
When I feel cheerful, my whole face glows with pleasure. My eyes twinkle and shine. I smile so big that my lips turn up from ear to ear.

glum gloomy miserable depressed
When I feel miserable, my whole face looks gloomy. My eyes droop and fill with tears. My lips turn down and quiver.

Write a story using the emotions story plot format. Remember, your story plot should begin with one emotion and end with the opposite emotion. Use figurative language and vivid vocabulary from your planning page when writing your story.

SAMPLE

introduction

conversation
setting
action

emotion

characters
Who? What?

**contrasting
emotion**

When? Where?

How? Why?

Who? What?

When? Where?

How? Why?

SAMPLE

Types of Introductions

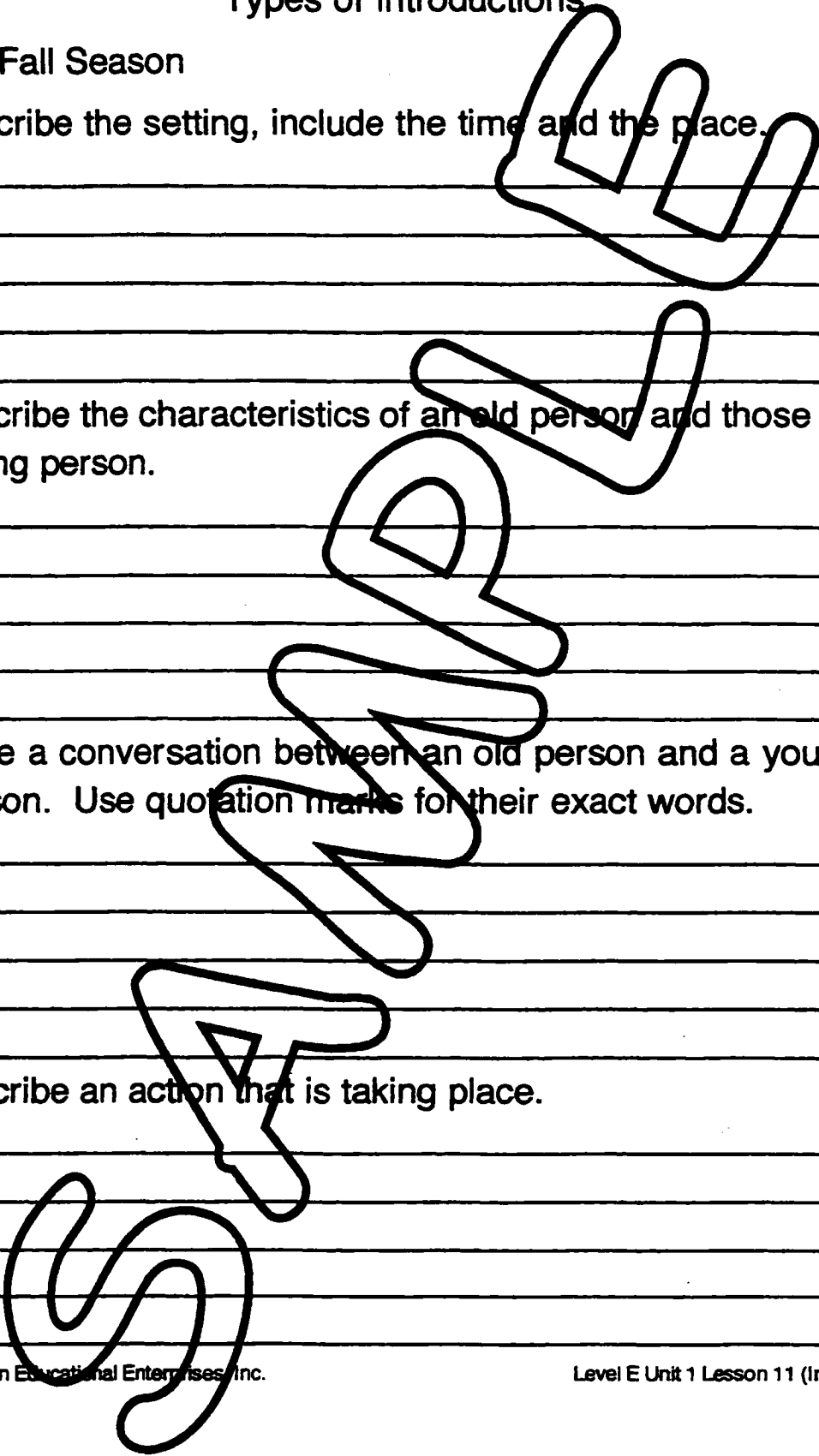
Topic: Fall Season

1. Describe the setting, include the time and the place.

2. Describe the characteristics of an old person and those of a young person.

3. Write a conversation between an old person and a young person. Use quotation marks for their exact words.

4. Describe an action that is taking place.



Types of Introductions

1. Describe the setting, include the time and the place.

When I first got up, I glanced out my bedroom window and I noticed crimson, bronze and sienna leaves swirling in the wind. I dressed quickly and grabbed my jacket before I left my room because I realized the air outside would be nippy. On my way out the back door, I yelled, "See you later, Mom! I'm going to the park to play with the guys."

2. Describe the characteristics of an old person and those of a young person.

In the park, I noticed a gray headed man bent over a cane wobbling slowly towards a bench. Daring ahead of the man was a small bundle of energy in the form of a redheaded, freckled face boy. My thoughts were, "How would these two spend time together on this beautiful autumn day?"

3. Write a conversation between an old person and a young person. Use quotation marks for their exact words.

"Slow down, Johnny!" yelled the old codger.

"Hurry, Grandpa!" answered the boy. "I want to see if the hot air balloons have landed."

4. Describe an action that is taking place.

Whir! Whir! Whir! The sound of the time machine's propeller was droning in my ears. Plunk, we landed with a jar. My head snapped back in reaction to the jolt of landing. Carefully we opened the door, not knowing who or what we might see in this unknown era of time.

The Land of Giants

SAMPLE

Draw a setting for your story that takes place in the Land of Giants, a land where everything is huge. To make your story more descriptive, use the following words:

big

immense

large

huge

massive

colossal

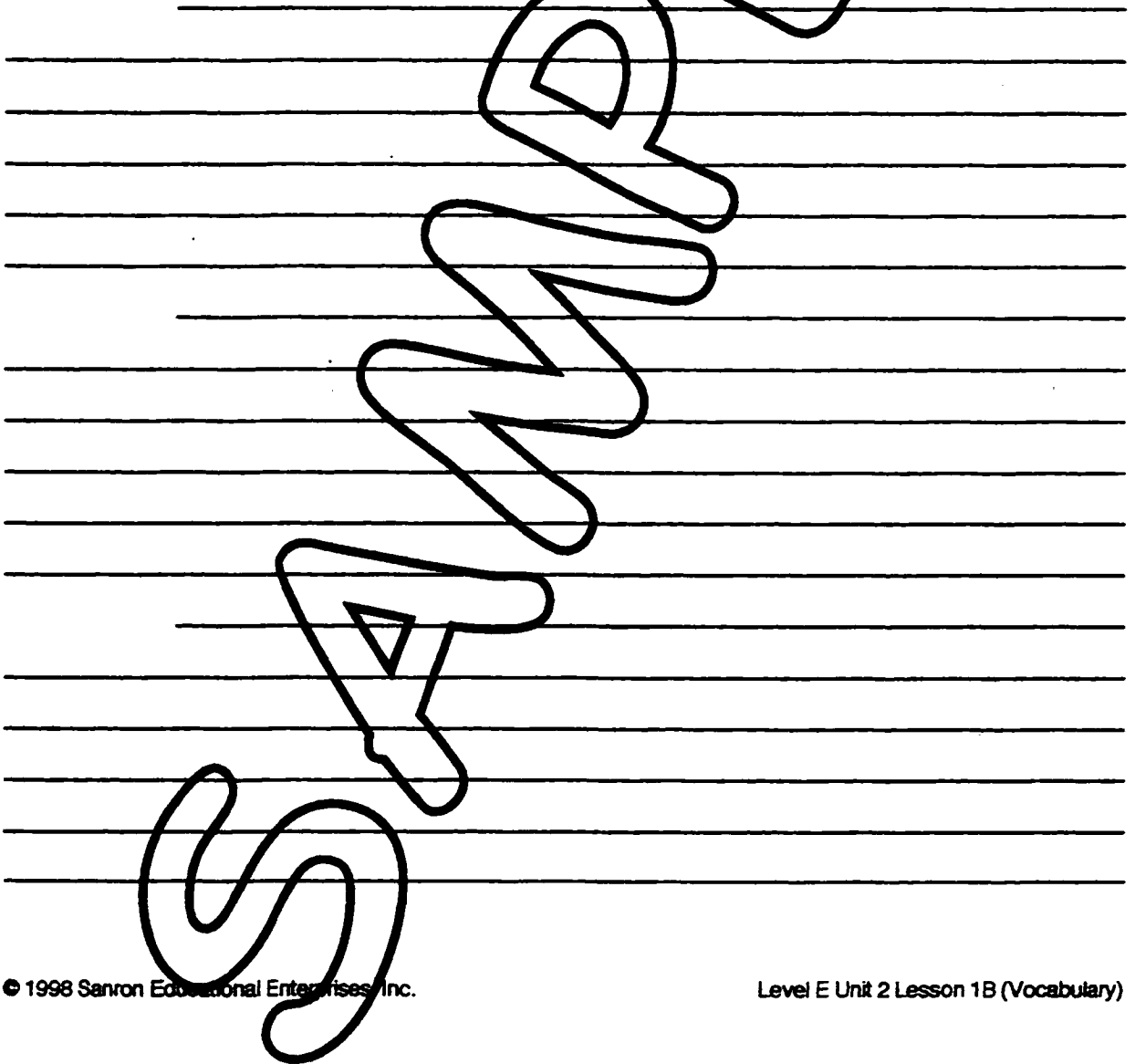
enormous

tremendous

vast

In the Land of Giants

One sunny Saturday morning, my friend Mike and I discovered a time machine in an old barn near my house. We each took a seat and started pulling levers and mashing buttons. All of a sudden, the contraption began twirling around and around. We could see absolutely nothing out of the windows of the machine. When the spinning finally ceased, we realized that we had landed in the Land of Giants.



Vivid Vocabulary for Persuasive Writing

Find each word in the dictionary and write the example sentence provided by the dictionary. Then write an original sentence using each word correctly. When writing a persuasive essay, incorporate these new words to create a more powerful argument.

1. strong

Dictionary Sentence _____

Original Sentence _____

2. powerful

Dictionary Sentence _____

Original Sentence _____

3. compelling

Dictionary Sentence _____

Original Sentence _____

4. forceful

Dictionary Sentence _____

Original Sentence _____

5. emphatic

Dictionary Sentence _____

Original Sentence _____

6. intense

Dictionary Sentence _____

Original Sentence _____

7. extreme

Dictionary Sentence _____

Original Sentence _____

Adopt a Pet

They need your help! Millions of homeless animals are put to sleep every year. Please find it in your heart to adopt a cat or a dog. For starters, _____
In addition, _____

The most important reason of all _____
Please do your part to save the lives of these homeless animals!

First of all, _____

For example, _____

I feel _____

Furthermore, _____

For instance, _____

I think _____

Therefore, _____

The most powerful argument is _____

It is evident that _____

As I recall, _____

My judgment is _____

As you can plainly see, you need to take immediate action because _____

All the evidence points to _____

Please consider my plea and save a life!

Advertising a New Product

1. You have created a new kind of candy bar. It tastes better than any other candy bar on the market. Now you must write an advertisement to persuade millions of children to stop eating their favorite candy bar and start eating yours.
2. Name of your new product:
Label the layers:
Draw your new candy bar:
3. Design the candy wrapper.
4. Write a paragraph to persuade kids to buy your candy bar.

Writing Poetry

Definition: A **cinquain** poem has five lines that do not rhyme. Each line of the poem has a specific rule:

Line 1 - **one word** that names a person, place or thing

Line 2 - **two words** that describe the topic

Line 3 - **three words** that show actions related to the topic

Line 4 - **four words** that tell a feeling about the topic

Line 5 - **one word** that is a synonym for, or relates to the topic

Example:

Garden
Colorful, lovely
Blooming, swaying, smelling
A very beautiful scene
Flowers

Directions: Use the brainstorming sheet to list the words that are needed to form a class poem and then let the students work in groups or on their own to create their own poems.

my trip to the florida keys

last summer I went on a great trip to the florida Keys. My family and me went. my cousin nicole and her family went, too. i remember the night before we left my house. My brother and me could not fall asleep because we were so excited. my cousin and her brother couldn't fall asleep either. finally, we all slept as snug as a bug.

In the morning, we were getting the boat ready and packing up our stuff. At twelve o'clock in the afternoon, we finally left our house. we arrived at our vacation house in the Florida keys at four o'clock p.m. My cousin and me checked out our house, it was cool. My brother and me started fishing off the dock. soon it was time to go to bed, so we laid down and fell asleep.

The next day my mom, dad and uncle got up early to go fishing. i decided to sleep in. when Chris and me woke up, we were going to go swimming, but we were too chicken. We decided to fish off of the dock instead. we caught a lot of fish from the dock. My mom, dad and uncle caught a lot of dolphin, too.

the next day it was the first day of lobster mini season. We were all very excited. we love lobster. We had to get up early if we were going to catch lobster. at the end of the day, the whole family was exhausted and we had only caught twenty-two lobsters. We were very disappointed. The next day we did a lot better and caught forty-eight lobsters. we were still just as tired, but no one seemed to mind as much as they did the night before.

The last day of our trip, we went to key West. That's where i got my hair wrap. Key west was a very exciting place to visit. we all felt sad when it was time to leave the Keys. it was a trip that i will never forget.

(This story was written by Jennifer Bostwick, age 10.)

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Standards (Grades 3-5)

The student uses the writing process effectively.

The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

The student drafts and revises writing in cursive that

- focuses on the topic;
- has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- has ample development of supporting details;
- demonstrates a sense on completeness or wholeness;
- demonstrates a command of language including precision in word choice;
- generally has correct subject/verb agreement;
- generally has correct verb and noun forms;
- with few exceptions, has sentences that are complete, except when fragments are used purposefully;
- uses a variety of sentence structures; and
- generally follows the conventions of punctuation, capitalization, and spelling.

The student writes to communicate ideas and information effectively.

The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. (Descriptive, Personal, Procedural, Narrative, Fiction, Non-Fiction, Informative)

The student creates persuasive which incorporate powerful words and the three types of appeals are used effectively to promote the topic.

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

The student understands the power of language.

The student understands the common features of a variety of literary forms.

The student writes an informal friendly letter using appropriate letter writing format.

The student writes book reports, informative compositions and poetry.