

Standard 1: Writing

Fourth Grade

Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T) 2. Writes using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. Maintains focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T) 4. Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T) 5. Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T) 6. Writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T) 7. Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T) 8. Writes in an expressive and individualized style with an awareness of the reader. (Voice: prewriting, drafting, revising: N,E,T) 9. Uses specific nouns, powerful verbs, and vivid adjectives in writing. (Word Choice: prewriting, drafting, revising: N,E,T) 10. Chooses words and phrases appropriate for purposes and audiences (e.g. family, peers, teachers). (Word Choice: prewriting, drafting, revising: N,E,T) 11. Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T) 12. Writes sentence beginnings that relate to and build upon previous 	<p>The teacher...</p> <ul style="list-style-type: none"> • Invites students to bring a shoe, which is placed randomly in a pile. Students then select the <i>most</i> interesting shoe and each write a description of the fictional character who might own the shoe (e.g. character development, description). • Provides scenery pictures from magazines or calendars (any resource) and invites students to select one picture to then write about his or her experience within the picture (topic sentence, plot development, character development, description). • Selects a story (or writing anchor papers) and removes all of the paragraph indentions and places it on an overhead. Students, with the help of the teacher, are guided to identify logical paragraph placement (major idea recognition, transition use, etc.). • Uses picture books and/or novels to model and instruct students in using appropriate dialogue in their writing. Students then write a story with two characters having dialogue with appropriate paragraphing. • Uses text with dialogue omitting the names of the characters. Students use context clues to identify the speakers.

N – Narrative text; Assessed at 5th grade

E - Expository text; Assessed at 8th grade

T – Technical text

P – Persuasive text; Assessed in High School

Revised 11/19/2004

<p>sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T)</p> <p>13. Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T)</p> <p>14. Uses dialogue appropriately. (Sentence Fluency: prewriting, drafting, revising: N,E,T)</p> <p>15. <i>Indicator not at this grade level</i></p> <p>16. Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>17. Writes with correct grammar and usage that contributes to clarity, (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>18. Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>19. Uses correct paragraph divisions to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T)</p>	<p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Writing

Fourth Grade

Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student writes expository text using the writing process.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 2. Maintains focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. Writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 4. Expresses information in own words using appropriate details with simple and compound sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 5. Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 6. Identifies references for all information used or reproduced from sources. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 7. Constructs a simple bibliography with author, title, publisher, year, and/or Web site name. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 8. Uses a variety of prewriting strategies (e.g. , webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T,P) 9. Writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T,P) 10. Writes paragraph(s) with a topic sentence that includes supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N,E,T,P) 11. Uses transitions to allow ideas to flow smoothly within the writing 	<p>The teacher...</p> <ul style="list-style-type: none"> • Gives students note cards with one fact on each card and asks students to work together to classify the information into categories. • Models the use of a “T” chart and a factual article to help students identify significant information on one side of the chart and then to paraphrase it to the other side of the chart (focus on recognizing important information and on accurately paraphrasing so as to avoid plagiarism). • Provides the students with a graphic organizer and a short article. After reading the article, the students must paraphrase and summarize the information into the limited space of the graphic organizer. • Divides the class into groups of six. Each student is then responsible for one column of a two-sided class newsletter. The student must fill (but is also limited to) his/her column. • Instructs students to write a piece compare and contrast two regions in the United States.

N – Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T – Technical text
P – Persuasive text; Assessed in High School

Revised 11/19/2004

<p>piece. (Organization: prewriting, drafting, revising: N,E,T,P)</p> <p>12. Begins to write to convey emotion and personality to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)</p> <p>13. Uses specific nouns, powerful verbs, and vivid adjectives in writing. (Word Choice: prewriting, drafting, revising: N,E,T,P)</p> <p>14. Chooses words and phrases appropriate for purpose and audience (e.g. family, peers, teachers). (Word Choice: prewriting, drafting, revising: N,E,T,P)</p> <p>15. Writes grammatically correct sentences that vary in length and structure and makes the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>16. Writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>17. Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>18. <i>Indicator not at this grade level</i></p> <p>19. Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: (N, E, T, P)</p> <p>20. Uses writing that includes grammar and usage, which are correct and contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>21. Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>22. Uses correct paragraphing to reinforce the organizational structure. (Conventions: prewriting, drafting, revising: N,E,T,P)</p>	<p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Writing

Fourth Grade

Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 2. Uses supporting details that are concise, accurate, and helps clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 4. <i>Indicator not at this grade level</i> 5. <i>Indicator not at this grade level</i> 6. Independently uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T,P) 7. Writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T,P) 8. Writes a piece in logical and/or sequential order. (Organization: prewriting, drafting, revising: N,E,T,P) 9. Uses transitions to connect points within the piece (e.g. next, after, then). (Organization: prewriting, drafting, revising: N,E,T,P) 10. Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures, electronic text). (Voice: prewriting, drafting, revising: N,E,T,P) 11. Attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P) 12. Selects words that convey the writer's message clearly and precisely (e.g. technical terms). (Word Choice: prewriting, drafting, revising: N,E,T,P) 13. <i>Indicator not at this grade level</i> 14. Writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N,E,T,P) 	<p>The teacher...</p> <ul style="list-style-type: none"> • Shares a fictional book about cooking with the class. Students are then instructed to write a recipe for the creation of the food described in the book. • Instructs students to write the "perfect process for eating an Oreo cookie." • Instructs students to write directions of how they get to the cafeteria, music room, principal's office, etc, from their classroom. Students then follow other's directions to check for clarity and accuracy. • Models and instructs students on how to explain their thinking on a process in math (problem solving) and has them write the process.

N – Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T – Technical text
P – Persuasive text; Assessed in High School

Revised 11/19/2004

15. Uses standard writing conventions (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N,E,T,P)
16. Uses correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T)
17. Spells familiar and most unfamiliar words correctly and uses available resource (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T)
18. Uses graphic devices that are supportive of the text (e.g. charts, graphs, maps, illustrations, other text features). (Conventions: prewriting, drafting, revising: T)

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Teacher Notes:

N – Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T – Technical text
P – Persuasive text; Assessed in High School

Revised 11/19/2004

Standard 1: Writing

Fourth Grade

Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The student writes persuasive text using the writing process.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses a position to write about on a selected topic. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 2. Writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. Uses details to support the author’s position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 4. Begins to explore two sides of an issue. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 5. Begins to build an argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 6. Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 7. Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T,P) 8. Writes a piece with a clear introduction, reasonable body, and conclusion. (Organization: prewriting, drafting, revising: N,E,T,P) 9. Writes paragraph(s) with a topic sentence and includes supporting details in a logical order (typically 3-5 sentences). (Organization: prewriting, drafting, revising: N,E,T,P) 10. Uses transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T,P) 11. Writes to convey opinion and to convince the reader to agree with the author. (Voice: prewriting, drafting, revising: N,E,T,P) 12. Uses language that is appropriate and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P) 13. Uses words that are precise and create imagery (e.g. specific nouns, powerful verbs). (Word Choice: prewriting, drafting, revising: N,E,T,P) 	<p>The teacher...</p> <ul style="list-style-type: none"> • Provides students with several examples of letters to the editor from the newspaper. The students are then led in a discussion to identify the words or phrases used to persuade the reader. Compare those words or phrases to the opposite view point. • Divides students into two groups and then provides students with a cause (support for and against year-round school, support for and against school uniforms, etc.). Students then discuss details in a short writing supporting their appointed position. • Instructs students to write letters to their parents presenting both pros and cons about where the family should go on their summer vacation.

N – Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T – Technical text
P – Persuasive text; Assessed in High School

Revised 11/19/2004

14. Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Writes sentence beginnings that relate to and build upon previous sentences. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. Recognizes an incomplete thought (fragment). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. Begins to write purposeful dialogue. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
18. Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N,E,T,P)
19. Writes with correct grammar and usage, which contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
20. Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T,P)
21. Uses paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes: