

## Fourth Grade WRITING Standards and Alignment

### Standard 1: Students write clearly and effectively.

1. Organize text in paragraphs with clear beginning, middle and end.
  - Write paragraphs with a recognizable introduction, middle, conclusion.
    - Arrange events in a logical sequence
    - Attempt use of transitions
    - Develop a main idea through some supporting details
  - Develop a main idea by writing a topic sentence with supporting details
2. Demonstrate awareness of personal voice, sentence structure and word choice.
  - **Voice**-experiment to become individual and expressive
  - **Sentence Structure**-write clear and concise simple and compound sentences using nouns, pronouns, verbs, adjectives and adverbs
  - **Word Choice**-use words in an interesting and natural way to create descriptive language
3. Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose.
  - **Spelling**
    - Spell grade level words in final draft.
    - Experiment with spelling higher level vocabulary
  - **Capitalization**
    - Capitalize name, first word of a sentence, pronoun "I" and proper nouns
    - Use capitalization correctly in final draft
  - **Punctuation**
    - Use period, question mark, exclamation mark
    - Use commas for day, month and year, greetings and closures of letters, cities and states
    - Use apostrophes in contractions and begin to use singular possessives
    - Use a period at the end of abbreviation
    - Use commas for words in a series and quotes
    - Begin to use simple quotation marks
  - **Grammar/Usage**
    - Compose sentence with subject/verb agreement
    - Recognize nouns, verbs, adjectives

### Standard 2: Students apply a range of skills and strategies in the writing process.

1. Plan writing by generating and organizing ideas and by considering purpose and audience.
  - Select topic
  - Select purpose and audience
  - Make a plan for drafting (e.g. talking, drawing, graphic organizer)
2. Write a draft that captures and organizes ideas.
  - Use prewriting plan to write draft
3. Revise writing at the word, sentence and paragraph levels using feedback and guidance from others.
  - Self revise
  - Confer with instructor/peers for feedback in order to revise draft
4. Edit, with assistance, by correcting errors (e.g. grammar, capitalization, punctuation, spelling, usage)
  - Self edit for capitalization, spelling, punctuation and grammar
  - Confer with instructor/peers for feedback
5. Share/publish a legible final product.
  - Produce finished written product to share

### Standard 3: Students evaluate and reflect on their growth as writers.

1. Set goals and become aware of success in own and others' writing.
  - With guidance set personal writing goal
  - Select from a variety of strategies for self/peer evaluation to measure success (portfolio, rubric, writing inventory, reflective journal)
2. Share writing with others, listen to responses, ask questions and offer positive comments to others.
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3. Identify his/her strengths as a writer.
  - Review their work with teacher modeling (re-read, peer review, portfolios, rubrics)
  - Consider comments (rubric and peer/group review)

### Standard 4: Students write for a variety of purposes and audiences.

1. Identify the purpose for their writing and write appropriately.
  - Determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade)
  - Choose appropriate style for purpose of writing
2. Choose audience (e.g. self, peers, adults) appropriate purpose and topics.
  - Decide to whom they are writing
3. Experience writing in a different genre (e.g. descriptive writing)
  - Compose various types of writing (poetry, autobiography, biography, fairy tales, tall tales)

### Standard 5: Students recognize the structures of various forms and apply these characteristics to their own writing.

1. Identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report).
  - Identify the characteristics of different forms (e.g. letter writing and poetry)
2. Write using characteristics of different forms.
  - Compose different forms (journal writing, friendly letter, short story, "how to", simple report)
    - Descriptive writing
    - Narrative writing
    - Expository writing
    - Persuasive writing

### Standard 6: Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

1. Pose questions or identify problems.
  - Pose questions or identify problems on a topic to explore
2. Use selected technologies and information sources.
  - Locate and use information from a variety of sources (e.g. books, reference materials, media, internet, personal interviews)
3. Identify explanations or solutions and draw a conclusion based on the information.
  - Select relevant information, then draw conclusions that answer questions or solve problems
4. Share information in appropriate ways for intended audiences.
  - Produce finished written product
  - Share with an audience in an appropriate format (e.g. written, oral, multi-media presentation)