

WRITING

FOURTH GRADE

The writing competencies common to all four ELA standards that students demonstrate during grade 4 are:

Spelling

- Correctly spell words within own writing that have been previously studied and/or frequently used
- Correctly spell words within own writing that follow the spelling patterns of words previously studied

Handwriting

- Use legible print and/or cursive writing

Composition

- Respond in writing to prompts that follow the reading of literary and informational texts
- Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast
- Use a variety of media, such as print and electronic, when writing
- Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Use grade-level vocabulary and varied sentence structure
- Develop ideas by writing sentences that are in logical order and organized into paragraphs
- Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense
- Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing
- Exhibit personal voice when writing
- Begin to use literary devices such as simile and figurative language

- Use at least two sources of information when writing a report
- Review writing with teachers and peers and be able to respond to feedback

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes
- Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet

The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Take notes to record data, facts, and ideas both by following teacher direction and by writing independently (UNITS 4, 6)
- State a main idea and support it with details (UNITS 1-6)
- Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing (UNITS 2-4, 6)
- Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly (UNITS 4, 6)
- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic (UNITS 1-6)
- Support interpretations and explanations with evidence from text (UNITS 1-6)
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)
- Compare and contrast ideas and information from two sources (UNITS 3-6)
- Write labels and captions for graphics to convey information, with assistance (UNITS 1-3, 5-6)

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Write original literary texts that
 - use dialogue to create short plays (UNITS 1-4)
 - use vivid and playful language (UNITS 1-4, 6)
- Write interpretive and responsive essays that
 - describe literary elements such as plot, setting, and characters (UNITS 1-6)
 - describe themes of literary texts (UNITS 1-4, 6)
 - compare and contrast elements of texts (UNITS 1-6)
- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story (UNITS 1-6)
- Produce imaginative stories and personal narratives that show insight, development, organization, and effective language (UNITS 1, 3-4)
- Use resources such as personal experiences and themes from the text and performances to stimulate own writing (UNITS 1, 3-4)
- Use a computer to create, respond to, and interpret literary texts (UNITS 1-6)
- Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)
- Summarize the plot, with assistance (UNITS 1-5)
- Describe the characters and explain how they change, with assistance (UNITS 4, 6)
- Describe the setting and recognize its importance to the story, with assistance (UNITS 1, 3)
- Draw a conclusion about the work, with assistance (UNITS 2-6)

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing (UNITS 1-6)
- State a main idea, theme, or opinion and provide supporting details (UNITS 1-2, 4-6)
- Use relevant examples, reasons, and explanations to support ideas (UNITS 1-2, 4-6)
- Express opinions and make judgments that demonstrate a personal point of view (UNIT 5)
- Use personal experiences and knowledge to analyze and evaluate new ideas (UNITS 1-3, 5)
- Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text (UNITS 1-6)
- Use effective vocabulary in persuasive and expository writing (UNITS 1-6)
- Use details from stories or informational texts to predict, explain, or show relationships between information and events (UNITS 1-6)
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships (UNITS 3-6)
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write with a partner (UNITS 1-6)
- Respect the age, gender, position, and cultural traditions of the recipient (UNITS 1, 3-5)
- Develop a personal voice that enables the reader to get to know the writer (UNITS 1, 3-4)
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

GRAMMAR USAGE MECHANICS

UNIT 1:

- Declarative and Interrogative Sentences (Tested)
- Imperative and Exclamatory Sentences (Tested)
- Subjects (Tested)
- Predicates (Tested)
- Compound Sentences (Tested)
- Clauses and Complex Sentences (Tested)
- Punctuation-period, exclamation point, question mark

UNIT 2:

- Common and Proper Nouns (Tested)
- Regular Plural Nouns (Tested)
- Irregular Plural Nouns (Tested)
- Singular Possessive Nouns (Tested)
- Plural Possessive Nouns (Tested)
- Punctuation-apostrophe (Tested)
- Declarative and Interrogative Sentences (Tested)
- Imperative and Exclamatory Sentences (Tested)

UNIT 3:

- Action and Linking Verbs (Tested)
- Main and Helping Verbs (Tested)
- Subject Verb Agreement (Tested)
- Past, Present and Future Tenses (Tested)
- Irregular Verbs (Tested)
- Declarative and Interrogative Sentences (Tested)
- Imperative and Exclamatory Sentences (Tested)

UNIT 4:

- Singular and Plural Pronouns (Tested)
- Subject and Object Pronouns (Tested)
- Pronouns and Antecedents (Tested)
- Possessive Pronouns (Tested)
- Contractions and Negatives (Tested)
- Declarative and Interrogative Sentences (Tested)
- Imperative and Exclamatory Sentences (Tested)

UNIT 5:

- Adjectives and Articles (Tested)
- Comparative and Superlative Adjectives (Tested)
- Adverbs (Tested)
- Comparative and Superlative Adverbs (Tested)
- Prepositions and Prepositional Phrases (Tested)
- Declarative and Interrogative Sentences (Tested)
- Imperative and Exclamatory Sentences (Tested)

UNIT 6:

- Conjunctions (Tested)
- Capitalization (Tested)
- Commas (Tested)
- Quotations/Quotation Marks (Tested)
- Titles (Tested)
- Declarative and Interrogative Sentences (Tested)
- Imperative and Exclamatory Sentences (Tested)