KPBSD ELA CURRICULUM
4TH GRADE – WRITING STANDARDS

Desired Results

PRIORITY STANDARDS

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in fourth grade standards 1–3)

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including fourth grade.)

4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a) Apply fourth grade Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the

Transfer

Students will be able to independently use their learning to…
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Meaning

ENDURING UNDERSTANDINGS

Students will understand...
- Clear and coherent writing, keeping task, purpose and audience in mind, is important.
- Writing requires planning, revising, and editing.
- Support when writing can come from others.
- Writing is intended for different purposes and audiences to share.
- Note taking from a variety of sources helps to develop one's writing, eventually leading to a more developed product.
- Drawing evidence from literary or informational text supports analysis, reflection, and research.

ESSENTIAL QUESTIONS

Students will keep considering…
- How do students develop the skill of producing clear and coherent writing?
- How can support from peers and adults develop skills and strategies as writers?
- How do students utilize technology to become published authors?
- Why is it important to gather information from a variety of sources?
- How can I draw evidence from informational text to support analysis, reflection, and research?

Acquisition

Students will know...
- How to produce clear and coherent writing.
- The writing process (plan, revise, and edit) with and without peer and adult support.
- How to use technology to produce and publish writing individually and with others.
- Personal experiences can be used to develop ideas for writing.
- Research can be done from a variety of resources (print and digital).
- Drawing evidence from literary or informational text supports analysis, reflection, and research.

Students will be skilled at...
- Writing opinion pieces on topics or texts, and supporting a point of view with fact or text based reasons and information.
- Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Using narrative writing to develop real or imagined characters, experiences, or events, using effective narrative techniques and clear event sequences.

text [e.g., a character's thoughts, words, or actions].").

b) Apply fourth grade Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

SUPPORTING STANDARDS

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ____ was brave because she ____).

a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b) Provide reasons that are supported by facts and details.

c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d) Provide a concluding statement or section that reinforces or restates the opinion presented.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.

b) Develop the topic with facts, definitions, concrete details, quotations,

- Conducting short research projects that build knowledge through investigation of different aspects of a topic.

or other information/explanations and examples that support the focus.

c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

4.W.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

a) Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b) Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.

c) Use a variety of transitional words and phrases to develop the sequence of events.

d) Use concrete words and phrases and sensory details, and elaboration to

convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events. **4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.		

Evidence

Evaluative Criteria	Assessment Evidence
BASED ON STANDARDS: Teacher and Learner Self Reflection Rubric Teacher and Learner Self Reflection Checklist Teacher and Learner Conference Journaling/Writing Samples	PERFORMANCE TASK(S): To show evidence of meeting this standard, students will: • Respond (orally or in writing) to a variety of teacher generated questions. • Use an anchor chart to organize task, purpose, and audience for a given writing type. • Participate in student-teacher writing conferences and use feedback to revise, edit, and improve individual writing pieces (Writer's Workshop). • Use rubrics and checklists to evaluate writing. • Develop peer editing groups to provide constructive feedback to strengthen writing. • Use digital tools to publish and revise writing pieces. • Publish final writing pieces (i.e. class book). • Use graphic organizer to record information relevant to a research topic. • Use index cards to gather information from various sources.
	OTHER EVIDENCE: District/State Assessments

Vocabulary

Task Purpose Audience Planning Revise Edit Publish Categorize	Capitalization Concluding Statement Convince Describe Details Draft Edit Opinions	Sentence Grammar Usage Inform Informational Introduction Narrative Paragraph Pre-Writing

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Explain Research Reasons Evidence	Transitions Topic Exact/Specific Words	Punctuation Revise Reflect

Technology Skills

I can…
- Name documents with appropriate file names and understand where files are being saved.
- Use technology independently and with peers, while being responsible and making safe choices.
- Understand how to practice safe internet searches.
- Evaluate whether sources/websites are safe to conduct research.
- Locate and use letter and number keys with correct left and right hand placement (home row).
- Gain proficiency and speed in touch-typing.
- Use a word processing application to write, edit, print, and save assignments.
- Create, edit, and format text, visuals, and audio within a document or multimedia presentation.
- Locate required citation information on web pages and other digital resources, and cite in the appropriate style.
- Transfer the information learned from online sources into my own words.