

## WRITING

### Writing Grade 4

#### W.4.A Prewriting

##### A.1. Students will:

- a) Consider the purpose (to inform, describe, or explain), audience, and genre (narrative, creative, or expository) before writing.
- b) Generate ideas by brainstorming, independently & with peers, from verbal and/or written prompt.
- c) Seek and gather information.
- d) Use grade-appropriate strategies and tools to organize ideas (graphic organizers, lists webs, note-taking, etc).
- e) Know the topic.

#### W.4.B Drafting

##### B.1. Students will:

- a) Create drafts from prewriting activities.
- b) Re-read while drafting.
- c) Create a draft that makes sense.
- d) Write in complete sentences (when appropriate).
- e) Develop text with a purpose.
- f) Attempt to include genre characteristics in first draft with teacher support.

#### W.4.C Conference/Respond

##### C.1. Students will:

- a) Re-read their own writing.
- b) Share writing with teacher and peers.
- c) Seek and consider feedback from teacher and peers.
- d) Use Six Trait vocabulary while conferencing.
- e) With teacher support, identify the topic for conferences.

#### W.4.D Revising

##### D.1. Based on conferences and self-assessment, using Six Traits criteria students will:

- a) Add or subtract text to clarify ideas, meaning and improve word choice.
- b) Recognize that text has a structure and a genre.
- c) Organize text to convey messages, topics, or ideas.
- d) Attempt to include their own voice in writing.
- e) Adjust word order for fluency.
- f) Improve their drafts by using resource materials (dictionary, thesaurus, reference books, technology, etc.).

#### W.4.E Editing

##### E.1. Students, with teacher support, will:

- a) Appropriately use reference materials to assist in editing (as needed).

##### E.2. Students independently will:

- a) Identify and correct most capitalization, punctuation, grammar and spelling errors.
- b) Use grade-level editing marks.

## W.4.F Genre

### F.1. Students will:

- a) Self-select and/or apply appropriate genre format (i.e. poetry format vs. report format).
- b) Write in a variety of genres.
- c) Understand concepts of “choosing a genre” as part of a writer’s workshop.
- d) Demonstrates understanding of and publishes in grade level genre focus, as taught each quarter.
  - 1) Summary writing
  - 2) Poetry
  - 3) Nonfiction narrative
  - 4) Nonfiction report
- e) Publish in a timed writing genre (as grade appropriate):
  - 1) Complete a piece in allotted time.
  - 2) Compact the writing process steps.
  - 3) Respond appropriately to prompt.

## W.4.G Publish

### G.1. Students will:

- a) Use the writing process to publish a piece of writing.
- b) Share their final product with class/intended audience when possible.
- c) Demonstrate pride of ownership and neatness.
- d) Publish in a variety of ways (handwritten, word processed, presentation software, and visual aid).

## W.4.H Spelling

### H.1. Students will:

- a) Spell No Excuse Words in writing with minimal errors utilizing No Excuse Word resources.

## W.4.I Craft

### I.1. Students will:

- a) Pretend to be different audiences for their own work (re-reads as a “reader”).
- b) Recognize a craft in literature (re-reads as a writer).
- c) Select a craft and mimics it in their own writing.
- d) Use vocabulary of a writer (including but not limited to):
  - 1) Dialogue
  - 2) Alliteration
  - 3) Onomatopoeia (origin of words)
  - 4) Plot
  - 5) Rhyme & Rhythm
  - 6) Simile
  - 7) Stanza

## W.4.J Handwriting

### J.1. Students will:

- a) Maintain and demonstrate handwriting skills developed in previous grades.