

DRAFT

Writing Guidance Document:

4th Grade

Narrative (1st & 6th six weeks)

developed with 2014 Indiana Academic Standards



Narrative Writing

NARRATIVE WRITING relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

What students should be making during this unit

During this unit students will learn skills that will help produce quality narratives in different formats.

Narratives can take several formats including but not limited to these:

- | | | | |
|-----------------|---------------------|-------------------|--------------------|
| memoirs | personal narratives | stories | plays |
| songs | fantasy | poems | fairytails |
| science fiction | mystery | realistic fiction | historical fiction |
| song/poem | cartoon | diary | |

RCS - Writing

Narrative

4th

Links to Reading Street

Narrative Lessons		Language lessons	
U1, U4	Writing to Sources	U1.W1	Declarative & Interrogative Sentences
U1	Unit Writing Process Project: Personal Narrative	U1.W2	Imperative & Exclamatory Sentences
U4	Unit Writing Process Project: Story	U1.W3	Complete Subjects & Predicates
U1. W1	Realistic Fiction	U1.W4	compound sentences
U1. W3	Parody	U1.W5	Clauses & Complex Sentences
U1. W4	Friendly Letter	U6.W1	Conjunctions
U1. W5	Personal Narrative	U6.W2	Capitalizations & Abbreviations
U2. W3	Poetry	U6.W3	Commas
U3. W1	Narrative Poem	U6.W4	Quotations & quotation marks
U3. W3	Myth	U6.W5	Titles
U4. W1	Mystery		
U4. W2	Song		
U4. W6	Adventure Story		
U5. W1	Fantasy		
U5. W2	Legend		
U5. W3	Thank-You Note		
U5. W5	Personal Narrative		
U6. W3	Skit		
U6. W4	Play		
U6. W5	Narrative Nonfiction		

Exemplar works

These will be collected and added throughout the year.

ALL http://www.corestandards.org/assets/Appendix_C.pdf

<http://www.ode.state.or.us/search/page/?id=528>

http://old.sandi.net/depts/literacy/writing_samples/3.pdf

Genre Specific Rubrics

4-point Narrative Writing Rubric

Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
4	Narrative is clearly focused and developed throughout.	Narrative has a well-developed, logical, easy-to-follow plot.	Narrative includes thorough and effective use of details, dialogue, and description.	Narrative uses precise, concrete sensory language as well as figurative language and/or domain-specific vocabulary.	Narrative has correct grammar, usage, spelling, capitalization, and punctuation.
3	Narrative is mostly focused and developed throughout.	Narrative has a plot, but there may be some lack of clarity and/or unrelated events.	Narrative includes adequate use of details, dialogue and description.	Narrative uses adequate sensory and figurative language and/or domain-specific vocabulary.	Narrative has a few errors but is completely understandable.
2	Narrative is somewhat developed but may occasionally lose focus.	Narrative's plot is difficult to follow, and ideas are not connected well.	Narrative includes only a few details, dialogues, and descriptions.	Language in narrative is not precise or sensory; lacks domain-specific vocabulary.	Narrative has some errors in usage, grammar, spelling and/or punctuation.
1	Narrative may be confusing, unfocused, or too short.	Narrative has little or no apparent plot.	Narrative includes few or no details, dialogue or description.	Language in narrative is vague, unclear, or confusing.	Narrative is hard to follow because of frequent errors.
0	Narrative gets no credit if it does not demonstrate adequate command of narrative writing traits.				

Writing Guidance Document:

4th Grade

Persuasive (2nd & 4th six weeks)

developed with 2014 Indiana Academic Standards



Persuasive Writing

PERSUASIVE WRITING relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

What students should be making during this unit

During this unit students will learn skills that will help produce quality narratives in different formats.

Persuasive writing can take several formats including but not limited to these:

Advertisements

advice column

sign/poster

review

persuasive letter

persuasive essay

argumentative essay

editorial

Links to Reading Street

Persuasive Lessons		Language lessons	
U2, U5	Writing to Sources	U2.W1	Common & Proper Nouns
U5	Unit Writing Process Project: Argument/Persuasive Essay	U2.W2	Regular Plural Nouns
U2.W5	Argument / persuasive essay	U2.W3	Irregular Plural Nouns
U4.W4	Problem Solution essay	U2.W4	singular possessive nouns
U4.W4	Persuasive ad	U2.W5	plural possessive nouns
U6.W2	Critical review	U4.W1	Singular & Plural pronouns
		U4.W2	kinds of pronouns
		U4.W3	Pronouns & antecedents
		U4.W4	Possessive Pronouns
		U4.W5	Contractions & Negatives

Exemplar works

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Genre Specific Rubrics

4-Point Argument Writing Rubric					
Score	Statement of Purpose/ Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported; argument is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is thorough and persuasive, and includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Opinion is clear and adequately supported; argument is generally focused.	Organization is clear, though minor flaws may be present and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
2	Opinion is somewhat supported; lacks focus or includes unnecessary material.	Organization is inconsistent and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts and details.	Ideas are unevenly conveyed, using overly-simplistic language; lacks domain-specific vocabulary.	Command of conventions is uneven.
1	Argument may be confusing, unfocused; opinion not sufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent argumentative essay using information from sources.				

Writing Guidance Document:

4th Grade

Informative (3rd & 5th six weeks)

developed with 2014 Indiana Academic Standards



Informative Writing

INFORMATIVE WRITING Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns. The writer of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. Since clarity requires strong organization, one of the most important mechanisms to improve skills in exposition is to improve the organization of the text. The patterns (description, sequence or process, compare / contrast, cause / effect, problem / solution) are frequently used to create an expository essay. Additionally, more than one pattern may be used within an expository essay.

What students should be making during this unit

During this unit students will learn skills that will help produce quality informative writing

Informative writing can take several formats:

- | | | | |
|-------------------|-------------|--------------------------|-------------------|
| biography | speech | instructions | recipe/directions |
| reading response | book report | friendly/business letter | thank you note |
| report/research | poster | invitation | journal/log |
| newspaper article | | | |

RCS - Writing

Informative

4th

Links to Reading Street

Informative Lessons		Language lessons	
U3, U6	Writing to Sources	U3.W1	action & linking verbs
U2	Unit Writing Process Project: Expository Composition	U3.W2	Main and helping verbs
U3	Unit Writing Process Project: Compare & Contrast	U3.W3	subject - verb agreement
U6	Unit Writing Process Project: Research Report	U3.W4	past, present & future tenses
U1.W2	Expository composition	U3.W5	irregular verbs
U2.W2	Article	U5.W1	Adjectives & Articles
U2.W4	Expository composition	U5.W2	Adverbs
U3.W2	Invitation	U5.W3	Comparative & Superlative Adjectives & adverbs
U3.W4	Formal letter	U5.W4	Time order words
U3.W5	Summary	U5.W5	prepositions & prepositional phrases
U4.W3	Instructions		
U6.W1	Cause and effect essay		

Exemplar works

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Genre Specific Rubrics

4-Point Informative/Explanatory Writing Rubric					
Score	Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	Main idea is clearly conveyed and well supported; essay is focused.	Organization is clear and effective, creating a sense of cohesion.	Evidence is relative and thorough; includes facts and details.	Ideas are clearly and effectively conveyed, using precise language and/or domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Main idea is clear and adequately supported; essay is generally focused.	Organization is clear, though minor flaws may be present, and some ideas may be disconnected.	Evidence is adequate and includes facts and details.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
2	Main idea is somewhat supported; lacks focus or includes unnecessary material.	Organization is inconsistent, and flaws are apparent.	Evidence is uneven or incomplete; insufficient use of facts or details.	Ideas are unevenly conveyed, using simplistic language; lacks domain-specific vocabulary.	Command of conventions is uneven.
1	Essay may be confusing or unfocused; main idea insufficiently supported.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	The response shows no evidence of the ability to construct a coherent informative/explanatory essay using information from sources.				