

4th Grade
COMMON CORE

Writing
Standards
Main Standards

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Standards Based Assessment

4.W.1

Student Skills/Concepts and Vocabulary for 4.W.1:

Core Content: Writing: Text Types and Purposes

Standard 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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 related to the opinion presented.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- Use organizational text structures in writing, with a focus on organizing related information into paragraphs or sections.
- Engage the reader by establishing a context and creating a speaker's voice.
- Include an introduction that orients the reader to the topic or text, and states the point of view of their opinion.
- Use appropriate transition words and phrases to show coherence.
- Understand the difference between facts or reasons from opinions.
- Provide relevant evidence to support a point of view using reasons that are supported by facts and details.
- Exclude irrelevant details and inappropriate information.
- Establish categories of support organized by ideas and then supporting facts, details, or other information.
- Draft the body to argue an opinion or point of view through organization of support.
- Raise the level of language through word choice.
- Include a final statement or section that supports the opinion.

4.W.1

Standards Based Assessment

Teacher Planning Instructions

You will need:

- The **Opinion Writing Planning Sheet** (1 copy for each student).
- The **Student Writing Booklet** (1 copy for each student stapled together with the prompt on top).

Note: You may copy these pages double-sided and staple them together in a booklet for your students or use lined paper instead of the booklet.

- The **Continuum Answer Keys** and the **Opinion Writing Rubric** to assess each student's writing.

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students 5 minutes to brainstorm using the suggested **Opinion Writing Planning Sheet**, or lined paper.
- Allow students to write for 50-60 minutes in their **Student Writing Booklet** or on lined paper. (*Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started*).
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' writing using the **Continuum Answer Keys** and the **Opinion Writing Rubric**.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 16 points

_____ / 16 x 100 = _____ %
score

4.W.1

Standards Based Assessment

Assessment Day Instructions

Instructions – Step 1:

-Pass out copies of the **Opinion Writing Planning Sheet** to every student.

1

Writers, in a few minutes you will have a chance to do some opinion writing by responding to a prompt. I will provide you with the prompt and you will use everything you know and everything you've learned to convince your readers of your opinion. Use the first 5 minutes to plan what you will write and put the ideas down on the *Opinion Writing Planning Sheet* that has been handed out to you.

Note: At this point, you may guide students to brainstorm as much as you would like. This part is dependent upon the teacher, and what the teacher has taught his/her students with regard to brainstorming/pre-writing. Once again, do not use this time to provide students with any additional information regarding the subject matter or prompt.

Instructions – Step 2:

-Pass out copies of the **Student Writing Booklet** (or lined paper) to every student.

(Note: Do not allow students to start writing to the prompt until they have had time to brainstorm.)

2

At this time, I will pass out your **Student Writing Booklets** with the opinion prompts attached. This is where you will do all of your writing. When you get your booklet, write your name and the date at the top and wait for further instructions.

OR

At this time, I will pass out **lined paper**. This is where you will do all of your writing. When you get your lined paper, write your name, date, and the title *Opinion Writing* at the top and wait for further instructions.

Instructions – Step 3:

3

Writers, now is the time to write an opinion piece. Think about everything you know about the prompt to make this your best piece of writing. I will read the prompt aloud, but I cannot provide you with any more information.

(READ THE PROMPT ALOUD and answer any questions students may have.)

If there are no more questions, you may use your planning sheet to guide you and begin your writing!

(Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started.)

Name: _____

Date: _____

Opinion Writing Planning Sheet

Use this sheet to plan what you will write

Prompt

The United States has some of the best doctors in the world, but visiting those doctors can be very expensive. There have been a lot of changes to healthcare in this country lately, but people still have to pay for doctor visits and hospital stays. Many countries have free healthcare, so people who need to see a doctor can go to the doctor whenever they want to, without paying anything. Choose a position for or against free healthcare for all Americans. Use facts and details to support your opinion and explain why you have chosen it.

Name: _____

Date: _____

4.W.1

Standards Based Assessment

Score

Student Writing Booklet: Writing to a Prompt

Prompt

The United States has some of the best doctors in the world, but visiting those doctors can be very expensive. There have been a lot of changes to healthcare in this country lately, but people still have to pay for doctor visits and hospital stays. Many countries have free healthcare, so people who need to see a doctor can go to the doctor whenever they want to, without paying anything. Choose a position for or against free healthcare for all Americans. Use facts and details to support your opinion and explain why you have chosen it.

Helpful Hints

- Do I have a clear main idea that connects to the prompt?
- Do I stay focused on the theme?
- Do I support my main idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central ideas?
- Do I use a variety of words, phrases, and/or sentences?
- Have I spelled, punctuated, and capitalized my writing to help readers understand?

Use the attached lined paper to complete your writing.

Standards Based Assessment

4.W.2

Student Skills/Concepts and Vocabulary for 4.W.2:

Core Content: Writing: Text Types and Purposes

Standard 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), illustrations, and multimedia when useful to aiding comprehension.
- b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 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 related to the information or explanation presented.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- Use organizational text structures in writing, with a focus on organizing related information into paragraphs or sections.
- Understand that information can be categorized in a variety of different ways.
- Engage the reader by establishing a context and creating a speaker's voice.
- Include an introduction that orients the reader to the topic and establishes a main idea with a topic sentence.
- Use appropriate transition words and phrases to show coherence.
- Exclude irrelevant details and inappropriate information.
- Understand the difference between direct quotes and paraphrasing.
- Draft the body by examining a topic and communicating ideas with effectively organized facts, details, and other information.
- Raise the level of language through word choice.
- Include a final statement or section that draws inferences or makes generalizations from the information.

4.W.2

Standards Based Assessment

Teacher Planning Instructions

You will need:

- The **Informational/Explanatory Writing Planning Sheet** (1 copy for each student).
- The **Student Writing Booklet** (1 copy for each student stapled together with the prompt on top).

Note: You may copy these pages double-sided and staple them together in a booklet for your students or use lined paper instead of the booklet.

- The **Continuum Answer Keys** and the **Informational/Explanatory Writing Rubric** to assess each student's writing.

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students 5 minutes to brainstorm using the suggested **Informational/Explanatory Writing Planning Sheet**, or lined paper.
- Allow students to write for 50-60 minutes in their **Student Writing Booklet** or on lined paper. (*Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started*).
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' writing using the **Continuum Answer Keys** and the **Informational/Explanatory Writing Rubric**.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 16 points

_____ / 24 x 100 = _____ %
score

4.W.2

Standards Based Assessment

Assessment Day Instructions

Instructions – Step 1:

-Pass out copies of the **Informational/Explanatory Writing Planning Sheet** to every student.

1 Writers, in a few minutes you will have a chance to do some informational/explanatory writing by responding to a prompt. I will provide you with the prompt and you will use everything you know and everything you've learned to teach your topic. Use the first 5 minutes to plan what you will write and put the ideas down on the *Informational/Explanatory Writing Planning Sheet* that has been handed out to you.

Note: At this point, you may guide students to brainstorm as much as you would like. This part is dependent upon the teacher, and what the teacher has taught his/her students with regard to brainstorming/pre-writing. Once again, do not use this time to provide students with any additional information regarding the subject matter or prompt.

Instructions – Step 2:

-Pass out copies of the **Student Writing Booklet** (or lined paper) to every student.

(Note: Do not allow students to start writing to the prompt until they have had time to brainstorm.)

2 At this time, I will pass out your **Student Writing Booklets** with the informational/explanatory prompts attached. This is where you will do all of your writing. When you get your booklet, write your name and date at the top and wait for further instructions.

OR

At this time, I will pass out **lined paper**. This is where you will do all of your writing. When you get your lined paper, write your name, date, and the title *Informational/Explanatory Writing* at the top and wait for further instructions.

Instructions – Step 3:

3 Writers, now is the time to write an informational/explanatory piece. Think about everything you know about the prompt to make this your best piece of writing. I will read the prompt aloud, but I cannot provide you with any more information.

(READ THE PROMPT ALOUD and answer any questions students may have.)

If there are no more questions, you may use your planning sheet to guide you and begin your writing!

(Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started.)

Name: _____

Date: _____

Informational/Explanatory Writing Planning Sheet

Use this sheet to plan what you will write

Prompt

Planting a seed may seem like a simple task to you, but what if someone has no idea how to plant a seed, what to plant it in, or what to do to help the seed grow? Use facts and details to clearly explain the process of planting a seed inside or outside.

Name: _____

Date: _____

4.W.2

Standards Based Assessment

Score

Student Writing Booklet: Writing to a Prompt

Prompt

Planting a seed may seem like a simple task to you, but what if someone has no idea how to plant a seed, what to plant it in, or what to do to help the seed grow? Use facts and details to clearly explain the process of planting a seed inside or outside.

Helpful Hints

- Do I have a clear main idea that connects to the prompt?
- Do I stay focused on the theme?
- Do I support my main idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central ideas?
- Do I use a variety of words, phrases, and/or sentences?
- Have I spelled, punctuated, and capitalized my writing to help readers understand?

Use the attached lined paper to complete your writing.

Standards Based Assessment

4.W.3

Student Skills/Concepts and Vocabulary for 4.W.3:

Core Content: Writing: Text Types and Purposes

Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b.) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c.) Use a variety of transitional words and phrases to manage the sequence of events.
- d.) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e.) Provide a conclusion that follows from the narrated experiences or events.

Skills and/or Concepts for Students:

Students should be able to:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- Select and narrow an event in order to organize a plausible sequence of events.
- Engage the reader by establishing a context and creating a speaker's voice.
- Include an introduction that establishes the narrator and/or characters.
- Include an introduction that orients the reader to a situation or problem.
- Include an introduction that anticipates a logical sequence of events.
- Use appropriate transition words and phrases to show coherence.
- Exclude irrelevant details and inappropriate information.
- Draft the body by using an appropriate sequence of events as well as descriptions of characters, and setting.
- Apply knowledge of characterization and setting in order to use dialogue to develop events.
- Understand the basic elements of story structure (problem and solution, rise and fall of action, resolution, etc.).
- Raise the level of language through word choice.
- Include a conclusion that follows naturally from the sequence of events in the narrative.

4.W.3

Standards Based Assessment

Teacher Planning Instructions

You will need:

- The **Narrative Writing Planning Sheet** (1 copy for each student).
- The **Student Writing Booklet** (1 copy for each student stapled together with the prompt on top).

Note: You may copy these pages double-sided and staple them together in a booklet for your students or use lined paper instead of the booklet.

- The **Continuum Answer Keys** and the **Narrative Writing Rubric** to assess each student's writing.

Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students 5 minutes to brainstorm using the suggested **Narrative Writing Planning Sheet**, or lined paper.
- Allow students to write for 50-60 minutes in their **Student Writing Booklet** or on lined paper. (Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started).
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' writing using the **Continuum Answer Keys** and the **Narrative Writing Rubric**.

***You can use the Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 28 points

$\frac{\text{score}}{28} \times 100 = \text{ } \%$

4.W.3

Standards Based Assessment

Assessment Day Instructions

Instructions – Step 1:

-Pass out copies of the **Narrative Writing Planning Sheet** to every student.

1 Writers, in a few minutes you will have a chance to do some narrative writing by responding to a prompt. I will provide you with the prompt and you will use everything you know and everything you've learned to write a proper narrative. Use the first 5 minutes to plan what you will write and put the ideas down on the *Narrative Writing Planning Sheet* that has been handed out to you.

Note: At this point, you may guide students to brainstorm as much as you would like. This part is dependent upon the teacher, and what the teacher has taught his/her students with regard to brainstorming/pre-writing. Once again, do not use this time to provide students with any additional information regarding the subject matter or prompt.

Instructions – Step 2:

-Pass out copies of the **Student Writing Booklet** (or lined paper) to every student.

(Note: Do not allow students to start writing to the prompt until they have had time to brainstorm).

2 At this time, I will pass out your **Student Writing Booklets** with the narrative prompts attached. This is where you will do all of your writing. When you get your booklet, write your name and date at the top and wait for further instructions.

OR

At this time, I will pass out **lined paper**. This is where you will do all of your writing. When you get your lined paper, write your name, date, and the title *Narrative Writing* at the top and wait for further instructions.

Instructions – Step 3:

3 Writers, now is the time to write a narrative piece. Think about everything you know about the prompt to make this your best piece of writing. I will read the prompt aloud, but I cannot provide you with any more information.

(READ THE PROMPT ALOUD and answer any questions students may have.)

If there are no more questions, you may use your planning sheet to guide you and begin your writing!

(Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students write, but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started.)

Name: _____

Date: _____

Narrative Writing Planning Sheet

Use this sheet to plan what you will write

Prompt

There is a knock at your door during dinner. When your parent gets up to answer the door, it turns out to be a long-lost cousin. Your parent remembers the cousin from long ago, but doesn't recognize the cousin's appearance after so much time. Write a short story that explains what happens during this encounter.

Name: _____

Date: _____

4.W.3

Standards Based Assessment

Score

Student Writing Booklet: Writing to a Prompt

Prompt

There is a knock at your door during dinner. When your parent gets up to answer the door, it turns out to be a long-lost cousin. Your parent remembers the cousin from long ago, but doesn't recognize the cousin's appearance after so much time. Write a short story that explains what happens during this encounter.

Helpful Hints

- Do I have a clear main idea that connects to the prompt?
- Do I stay focused on the theme?
- Do I support my main idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central ideas?
- Do I use a variety of words, phrases, and/or sentences?
- Have I spelled, punctuated, and capitalized my writing to help readers understand?

Use the attached lined paper to complete your writing.

