

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 4

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>W4: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p>	Writing Process	<p>Prewrite, draft, revise, and edit (1a) Proofread and edit elements identified in Power Standard #2 (1b) Identify audience for a given piece (1c)</p>
1.6	<p>W4: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> • <u>Identifying grammatical errors, when given examples</u> EXAMPLES: “he don’t”; “Him and me went” W-4-9.1 • <u>Applying basic capitalization rules</u> EXAMPLES: names, <u>proper nouns</u>, <u>titles</u> W-4-9.2 • <u>Using commas correctly in dates and in a series</u> (Note: Either form is correct—<u>x, y, and z</u> or <u>x, y and z</u>) W-4-9.3 • Using end punctuation correctly <u>in a variety of sentence structures</u> W-4-9.4 	Writing Conventions	<p>Identify grammatical errors (e.g., “Him and me”) (2e)</p> <p>Apply basic capitalization rules (names, proper nouns, titles) (2f)</p> <p>Use commas correctly in dates and in a series (2g)</p> <p>Use end punctuation correctly in a variety of sentence structures (2h)</p>
1.6	<p>W4: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> • <u>Applying spelling knowledge in proofreading and editing of writing</u> 	Writing Conventions	<p>Apply spelling knowledge in proofreading and editing (2a)</p>

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	<ul style="list-style-type: none"> Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u> EXAMPLES: <u>consonant doubling, change y to i, drop silent e, spelling rules for affixes</u> W-4-9.5 Using within-word patterns and <u>common syllable patterns</u> to correct spelling (e.g., <u>common and less frequent vowel teams (e.g., eigh, au, aw, ea for short e, r-controlled syllables, consonant-le syllables, vowel-consonant-silent e, and open syllables with multisyllabic words)</u>) 		<p>Correctly spell common homophones (2c)</p> <p>Recognize and use within-word patterns, common syllable patterns, and affix patterns to correct spelling (e.g., common and less frequent vowel teams: eigh, au, aw, ea for short e; closed syllables; r-controlled syllables; consonant-le syllables; vowel-consonant silent e; and open syllables with multi-syllabic words) (2b)</p>
5.18	<p>W4: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> Writing a variety of simple complete simple <u>and compound sentences</u> W-4-1.1 <u>Using the paragraph form: indenting, main idea, supporting details</u> W-4-1.2 	Structures of Language	<p>Write a variety of sentences including compound sentences, compound subjects, and compound verbs (2d)</p> <p>Use correct paragraph formatting (2i)</p>
1.7, 5.11, 5.13	<p>W4: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> <u>Selecting appropriate information to set background/context</u> EXAMPLE (of providing context): When introducing a character, making sure the reader understands who the character is W-4-2.1 	Writing in Response to Literary or Informational Text	<p>Provide appropriate background or contextual information (3a)</p>

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	<ul style="list-style-type: none"> Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts <p style="text-align: right;">W-4-2.3</p>		
1.7, 5.11, 5.13	<p>W4: 6 In response to literary or informational text students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> Stating and <u>maintaining</u> a focus (purpose) when responding to a given question <p style="text-align: right;">W-4-3.1</p> <ul style="list-style-type: none"> <u>Using specific details</u> and references to text to support focus <p style="text-align: right;">W-4-3.3</p> <ul style="list-style-type: none"> Making inferences about content, events, characters, setting, <u>or common themes</u> <p style="padding-left: 40px;">EXAMPLE (of theme): “Honesty isn’t always easy.”</p> <p style="text-align: right;">W-4-3.2</p>	Writing in Response to Literary or Informational Text	<p>State and maintain focus/controlling idea for writing (1e)</p> <p>Use specific details and references to text to support focus (3c)</p> <p>Elaborate by naming, describing, and/or explaining specific facts, details, and references to text when appropriate (1f)</p> <p>Include sufficient details and facts (3b)</p> <p>Make inferences about content, events, characters, setting or simple themes (e.g., “Honesty is the best policy”) (3d)</p>
1.7, 5.11, 5.13	<p>W4: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> Organizing ideas, using transition words/<u>phrases</u>, and <u>writing a conclusion</u> <p style="text-align: right;">W-4-3.4</p>	Writing in Response to Literary or Informational Text	<p>Compose multi-paragraph pieces that include an introduction, body, conclusion, and basic transitions between paragraphs (1d)</p> <p>Organize ideas using transition words/phrases, and writing a conclusion (3e)</p>

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<p>1.8, 1.19</p>	<p>W4: 8 In reports, students organize information by...</p> <ul style="list-style-type: none"> • Grouping ideas <u>logically (e.g., predictable categories, steps of a procedure, reasons/arguments)</u> W-4-6.1 • <u>Writing an introduction that sets the context (including materials list in procedures)</u> W-4-6.2 • Using transition words <u>or phrases</u> W-4-6.3 • <u>Writing a conclusion</u> W-4-6.4 • <u>Listing sources at end of a report, if appropriate</u> 	<p>Informational Writing: Reports</p>	<p>Compose multi-paragraph pieces that include an introduction, body, conclusion, and basic transitions between paragraphs (1d)</p> <p>Group ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments) (4c)</p> <p>Write an introduction that sets the context (including materials list in procedures) (4d)</p> <p>Use transition words or phrases (4e)</p> <p>Write a conclusion (4f)</p> <p>List sources at end of report if appropriate (4g)</p>
<p>1.8, 1.19</p>	<p>W4: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> • Establishing a topic (purpose) • Stating and <u>maintaining</u> a focus/controlling idea on a topic W-4-7.2 	<p>Informational Writing: Reports</p>	<p>State and maintain focus/controlling idea for writing (1e)</p> <p>State and maintain a focus on a topic (4a)</p>
<p>1.8, 1.19</p>	<p>W4: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea W-4-8.2 • Including <u>sufficient details or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images W-4-8.3 	<p>Informational Writing: Reports</p>	<p>Elaborate by naming, describing, and/or explaining specific facts, details, and references to text when appropriate (1f)</p> <p>Include sufficient details and facts (4b)</p>

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<p>1.9, 5.11</p>	<p>W4: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> • Creating a clear, understandable story line with a beginning, middle, and end W-4-4.1 • <u>Establishing a problem and solution</u> W-4-4.2 	<p>Expressive Writing: Narratives</p>	<p>Create a clear story line with beginning, middle, and end (5a)</p> <p>Establish a problem and solution (5b)</p>
<p>1.9, 5.11</p>	<p>W4: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • Using <u>relevant and descriptive</u> details W-4-5.1 • Identifying characters W-4-5.3 	<p>Expressive Writing: Narratives</p>	<p>Use relevant and descriptive details (5d)</p> <p>Identify characters and setting (5c)</p>
<p>1.10</p>	<p>W4: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • Providing a purpose for the procedure with clear directions <u>and explanations</u> W-4-7.2 • Using numbering, words, <u>or phrases</u> to arrange the steps in a logical manner W-4-6.3 <p>EXAMPLES: “and then I would,” “after that,” “later on”</p> <ul style="list-style-type: none"> • <u>Using details that help the reader understand the process</u> W-4-8.2 and W-4-8.3 • Providing a list of materials to be used, if appropriate W-4-6.2 • Providing a conclusion W-4-6.4 	<p>Informational Writing: Procedures</p>	

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1.10	<p>W4: 14 In written procedures, students anticipate the readers' needs by... No GLE at this grade level</p>	<p>Informational Writing: Procedures</p>	
1.11	<p>W4: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by... No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</p>	<p>Informational Writing: Persuasive Writing</p>	
1.11	<p>W4: 16 In persuasive writing, students present and coherently support judgments or solution(s) by... No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</p>	<p>Informational Writing: Persuasive Writing</p>	
1.12	<p>W4: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> • Using details to establish place, time, and situation (purpose) • Establishing focus, when responding to a given question or idea • Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings questioning, comparing, or <u>connecting</u> • <u>Having coherent organization</u> 	<p>Expressive Writing: Reflective Essay</p>	

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1.23, 5.11	<p>W4: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> Establishing a clear topic or focus (purpose) <u>Writing poems that express feeling</u> 	Expressive Writing: Poetry	
1.23, 5.11	<p>W4: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> <u>Using sensory details and multisensory images</u> Using simple poetic forms <p>EXAMPLES: <u>limericks, formula poems, acrostics</u></p>	Expressive Writing: Poetry	