**Fourth Grade Writing Guide**

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| Please review the Third Grade Skills Lessons on the Writer’s Workshop Check Sheet. |

*\*Page numbers are from Crafting Nonfiction by Linda Hoyt and Kelly Boswell*

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| **GENERAL WRITING SKILLS** | | |
| Use correct capitalization. | August | <http://www.k12reader.com/punctuation/Capitalization.pdf> |
| Spell grade-appropriate words correctly, consulting references as needed. | August | 92-93  138-139  346-347 |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | August | 310 |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* | August | 226 |
| Use a comma before a coordinating conjunction in a compound sentence. | August | 278-279 |
| Form and use prepositional phrases. | September | 328-329  234-235 |
| Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | September | <http://www.k12reader.com/term/relative-pronouns/> |
| Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | September | <http://englishforeveryone.org/PDFs/order%20of%20adjectives.pdf> |
| Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | October | <https://www.ereadingworksheets.com/languageartsworksheets/verb-tense-worksheets/> |
| Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | October | <http://4thgradeela.weebly.com/modal-auxiliaries.html> |
| Choose words and phrases to convey ideas precisely. | October | 108-109  330-331 |
| Apply grade 4 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 text [e.g., a character’s thoughts, words, or actions].”). | October | <https://learnzillion.com/lessons/669-cite-evidence-from-the-text-in-your-own-words>  (Citing textual evidence) |
| Correctly use frequently confused words (e.g., to, too, two; there, their).\* | November | 350-351 (Homophones) |
| Use commas and quotation marks to mark direct speech and quotations from a text. | November | 316-317 |
| **NARRATIVE WRITING** | | |
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | August/September |  |
| Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  | 94-95  96-97 |
| Use a variety of transitional words and phrases to manage the sequence of events. |  | 218-219 |
| Use concrete words and phrases and sensory details to convey experiences and events precisely. |  | 160-161  208-209 |
| Use dialogue and description (see the *Idea Development* poster) to develop experiences and events or show the responses of characters to situations. |  | <https://learnzillion.com/lessons/2252-develop-events-in-a-narrative-using-description-and-dialogue>  (This is the third in a six part series. Teachers may choose to use all six lessons when teaching narratives.) |
| Use flashbacks (see the *Idea Development* poster) to develop experiences and events. |  | <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html#resources> |
| Provide a conclusion that follows from the narrated experiences or events. |  | <https://learnzillion.com/lessons/2310-provide-a-satisfying-conclusion-to-a-story>  (Lesson six of the narrative series.) |
| **OPINION WRITING** | | |
| Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | October/November |  |
| 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. |  | 196-197  98-99  102-103 |
| Provide reasons that are supported by facts and details. (See the *Idea Development* poster.) |  | 174-175 |
| Use questions - asking rhetorical questions –to develop/support an opinion. (See the *Idea Development* poster.) |  | <https://www.youtube.com/watch?v=cCK6wQ0BoxI> |
| Use statistics to develop/support an opinion. (See the *Idea Development* poster.) |  | <http://knowledge.thinkingstorm.com/SourcesEvidence/UsingStatisticsinWriting.aspx> |
| Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |  | 198-199  242-243 |
| Provide a concluding statement or section related to the opinion presented. |  | 100-101  112-113 |
| **CONDUCTING RESEARCH** | | |
| Conduct short research projects that build knowledge through investigation of different aspects of a topic. | February/March |  |
| 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. |  | 46-47  48-49  50-51  52-53 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |  | 54-55 |
| Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |  | <http://www.internet4classrooms.com/common_core/draw_evidence_from_literary_informational_texts_writing_fourth_4th_grade_english_language_arts.htm>  (Citing textual evidence) |
| **INFORMATIVE/EXPLANATORY WRITING** | | |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | April/May | [www.timeforkids.com](http://www.timeforkids.com) |
| 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. |  | 68-69  84-85  144 (Presenting) |
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (See the *Idea Development* poster.) |  | 162-163  <https://learnzillion.com/courses/53#collection_959>  (This set of lessons is a good resource for teaching students to include specific idea development in their writing.) |
| Use analogies to develop a topic. (See *the Idea Development* poster.) |  | <http://grammar.about.com/od/topicsuggestions/a/Thirty-Writing-Topics-Analogy.htm>  (There is a list of topics for writing analogies on this page.) |
| Use anecdotes to develop a topic. (See the *Idea Development* poster.) |  | <https://learnzillion.com/lessons/1083-add-examples-and-stories-to-informational-writing>  (This is a 3rd grade lesson.) |
| Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |  | 90-91  198-199  242-243 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. |  | 210-211 |
| Provide a concluding statement or section related to the information or explanation presented. |  | 100-101 |