

Lake Washington School District
Teaching and Learning Framework

Fourth Grade

Writing

Power Standards | August 2007

Fourth Grade | Writing

The Writing Process

Power Standards

Applies more than one strategy for generating ideas and planning writing.

Evidence of Learning

Explains the difference between generating and organizing ideas and adjusts prewriting strategies accordingly (e.g., brainstorms list for generating ideas and narrowing topic, uses a graphic organizer for organizing ideas, story boards).

Records information or ideas at prewriting and/or drafting stages (e.g., notes, lists, free writing, webs, or graphic organizers).

Gathers information from more than one resource and synthesizes ideas to plan writing (e.g., uses information from the Internet and from books for a report).

Produces more than one draft of multiple paragraphs.

Uses a prewriting plan to draft text.

Works on more than one draft on a single topic over several days.

Applies understanding of editing appropriate for grade level (see 3.3).

Identifies and corrects errors in grade level conventions.

Uses more than one resource (e.g., dictionary, writing guide, spell check, peer, adult).

Proofreads final draft for errors.

Publishes in more than one format for specific audiences and purposes.

Publishes pieces and explains choice of format, graphics, and illustrations.

Publishes for a wide range of purposes (e.g., to inform, to tell a story) in different forms and formats (e.g., letter, poem).

Uses a variety of available technology as part of publication (e.g., software program, overhead projector, video).

Writing in a Variety of Forms for Different Audiences and Purposes

Power Standards

Evidence of Learning

Traits of Effective Writing

Power Standards

Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples.

Evidence of Learning

Narrows topic. (e.g., from general topic, such as “pets,” to specific topic, such as “My dog is smart.”)

Selects details relevant to the topic to elaborate. (e.g., adds detail to each main point using more than one sentence; uses specific words and phrases, reasons, anecdotes, facts, descriptions, and examples).

Uses personal experiences, observations, and/or research to support opinions and ideas. (e.g., collects, organizes, and uses data to support conclusions in math, science, or social studies).

Develops character, setting, and events within plot when writing a narrative.

Organizes writing using a logical organizational structure

Writes in a logically organized progression of unified paragraphs.

Constructs a recognizable introduction and conclusion.

Uses a variety of transitional words and phrases to make connections between and within paragraphs
chronological. (e.g., next, after)
spatial (e.g., over, under, next to)
ordinal (e.g., first, second, third)

Structures plot in narratives using problem-solution-outcome.

Describes procedures sequentially. (e.g., steps in problem solving in mathematics)

Organizes explanations. (e.g., describes fitness activity and then explains why it is a favorite) and comparisons logically (e.g., writes a point-by-point comparison, such as about housing, agriculture, or clothing of the cultures of coastal and plateau Native Americans)

Structures poetry. (e.g., syllabic patterns, rhyme scheme)

Traits of Effective Writing (continued)

Power Standards

Uses a variety of sentences.

Evidence of Learning

Writes a variety of sentence beginnings (e.g., starts with an introductory adverb clause: “If you want to see an ant up close, you should use a magnifying glass.”)

Writes a variety of sentence lengths.

Writes a variety of sentence structures (e.g., “My dog enjoys music and howls when we listen to certain songs. It makes me laugh. After his song is over, I give him a treat.”)

Writes song lyrics with a specific rhythm.

Applies usage rules.

Applies usage rules from previous grades.

Uses single/plural agreement between nouns and modifiers. (e.g., one child and two children)

Uses correct placement of pronouns.

Correct examples:

Juanita and I went to the store.

She gave candy to Juanita and me.

Incorrect examples:

Me and Juanita went to the store.

She gave candy to me and Juanita.

She gave the candy to Juanita and I.

Uses among. (more than two) vs. between (two)

Uses conjunctions logically. (e.g., I like dogs, but I am allergic to them.)

Uses prepositions correctly. (e.g., in the past, from one to another)

Uses collective nouns. (e.g., cache, herd)

Evaluating Writing and Setting Goals

Power Standards

Evidence of Learning