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| **Essential**  **Understandings** | * Effective writers engage in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information. |
| **Essential**  **Questions** | * What are the behaviors that contribute to effective writing? * What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively? |
| **Essential**  **Knowledge** | * Writing is developed and organized in a clear and coherent manner. * The writing process involves planning, revising, editing, rewriting, and publishing as well as collaboration. * Grade-level vocabulary, language conventions and mechanics contribute to proficient writing. * Writing is enriched through the use of literary devices and strong vocabulary. |
| **Vocabulary/Content** | purpose, audience, plan, draft, revise, edit, publish, parts of speech, literary devices, figurative language—see appendix for specifics |
| **Essential**  **Skills** | * Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. * With some guidance and support from adults, use technology, including the Internet, to produce and publish writing. * Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. * Engage effectively in a range of collaborative discussions with diverse partners *on grade 4 topics and texts*, building on others’ ideas and expressing their own clearly. * Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. * Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking. See Appendix:4BWH |
| **Related**  **Maine Learning Results** | Writing—Grade Four  [.W.4.4](http://www.corestandards.org/ELA-Literacy/W/4/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  [..W.4.5](http://www.corestandards.org/ELA-Literacy/W/4/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  [\W.4.6](http://www.corestandards.org/ELA-Literacy/W/4/6/) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  [.](http://www.corestandards.org/ELA-Literacy/W/4/10/)  [.W.4.10](http://www.corestandards.org/ELA-Literacy/W/4/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.    Speech and Language—Grade Four  [.SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  [..SL.4.1.A](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  [SL.4.1.B](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.  [.SL.4.1.C](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  SL.4.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  Language—Grade Four  [.L.4.1](http://www.corestandards.org/ELA-Literacy/L/4/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [.L.4.1.A](http://www.corestandards.org/ELA-Literacy/L/4/1/a/) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).  [.L.4.1.B](http://www.corestandards.org/ELA-Literacy/L/4/1/b/) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  [.L.4.1.C](http://www.corestandards.org/ELA-Literacy/L/4/1/c/) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.  [..L.4.1.D](http://www.corestandards.org/ELA-Literacy/L/4/1/d/) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).  [.L.4.1.E](http://www.corestandards.org/ELA-Literacy/L/4/1/e/) Form and use prepositional phrases.  [.L.4.1.F](http://www.corestandards.org/ELA-Literacy/L/4/1/f/) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*  [..L.4.1.G](http://www.corestandards.org/ELA-Literacy/L/4/1/g/) Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*  [.L.4.2](http://www.corestandards.org/ELA-Literacy/L/4/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [..L.4.2.A](http://www.corestandards.org/ELA-Literacy/L/4/2/a/) Use correct capitalization.  [Y.L.4.2.B](http://www.corestandards.org/ELA-Literacy/L/4/2/b/) Use commas and quotation marks to mark direct speech and quotations from a text.  [.L.4.2.C](http://www.corestandards.org/ELA-Literacy/L/4/2/c/) Use a comma before a coordinating conjunction in a compound sentence.  [.L.4.2.D](http://www.corestandards.org/ELA-Literacy/L/4/2/d/) Spell grade-appropriate words correctly, consulting references as needed.  [..L.4.3](http://www.corestandards.org/ELA-Literacy/L/4/3/) Use knowledge of language and its conventions when writing, speaking, reading, or listening.  [. L.4.3.A](http://www.corestandards.org/ELA-Literacy/L/4/3/a/) Choose words and phrases to convey ideas precisely.\*  [..L.4.3.B](http://www.corestandards.org/ELA-Literacy/L/4/3/b/) Choose punctuation for effect.\*  [.L.4.3.C](http://www.corestandards.org/ELA-Literacy/L/4/3/c/) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  [.L.4.5](http://www.corestandards.org/ELA-Literacy/L/4/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  [..L.4.5.A](http://www.corestandards.org/ELA-Literacy/L/4/5/a/) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.  [.L.4.5.B](http://www.corestandards.org/ELA-Literacy/L/4/5/b/) Recognize and explain the meaning of common idioms, adages, and proverbs.  [..L.4.5.C](http://www.corestandards.org/ELA-Literacy/L/4/5/c/) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  [.L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g.,*wildlife, conservation,* and *endangered* when discussing animal preservation). |
| **Sample Lessons**  **and**  **Activities** | Mentor texts  Writing Process  Writing Choice to develop personal voice  Literary Devices Booklet/Flipchart  Literary Devices Partner Games  Reflective Constructive Responses  Poetry to develop style  Poetry books |
| **Sample Classroom**  **Assessment Methods** | Writing Process  Feedback and Reflection/Peer, Teacher  Common Writing Prompt and Rubric Grade 4 |
| **Sample**  **Resources** | Storyworks from Scholastic  Six Traits Writing  Calkins’ Units of Study  Nancy Atwell’s writing program  Writing Thief, Ruth Cullum |
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