

# THE CREEK

INDIAN CREEK SCHOOLS

## 4th Grade Writing

### Quarter 1

#### **Mastered:**

**4.W.1** Write persuasive compositions in a variety of forms that:

- a. In an introductory statement, clearly state an opinion to a particular audience.
- b. Support the opinion with facts and details from various sources, including texts.
- c. Use an organizational structure to group related ideas that support the purpose.
- d. Connect opinion and reasons using words and phrases.
- e. Provide a concluding statement or section related to the position presented. (E)

#### **Exposure:**

**4.RC.11** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)

**4.W.6.a** Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

**4.W.6.b.3** Using modal auxiliaries (e.g., can, may, must).

**4.W.6.c** Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.

**4.W.7.a** Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

**4.W.7.c** Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)

### Quarter 2

#### **Mastered:**

**4.W.2** Write informative compositions on a variety of topics that:

- a. Provide an introductory paragraph with a clear main idea.
- b. Provide supporting paragraphs with topic and summary sentences.
- c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- d. Connect ideas using words and phrases.
- e. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.
- f. Use language and vocabulary appropriate to the audience and topic.
- g. Provide a concluding statement or section. (E)

#### **Exposure:**

**4.RC.11** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)

**4.W.5** Conduct research on a topic.

- a. Identify a specific question to address (e.g., What is the history of the Indy 500?).
- b. Use organizational features of print and digital sources to efficiently locate further information.
- c. Determine the reliability of the sources.
- d. Summarize and organize information in their own words, giving credit to the source.
- e. Present the research information, choosing from a variety of formats. (E)

**4.W.6.d** Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence

**4.W.6.e** Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)

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**4.W.7.a** Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

**4.W.7.b.3** Using a comma before a coordinating conjunction in a compound sentence.

**4.W.7.c** Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)

## Quarter 3

### **Mastered:**

**4.W.3** Write narrative compositions in a variety of forms that:

- a. Establish an introduction with context to allow the reader to imagine the world of the event or experience.
- b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- d. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- e. Provide an ending that follows the narrated experiences or events. (E)

### **Exposure:**

**4.RC.11** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)

**4.W.3.c.** Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.

## Quarter 4

### **Mastered:**

**4.RC.11** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)

**4.W.4** Apply the writing process to:

a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

**4.W.5** Conduct research on a topic.

- a. Identify a specific question to address (e.g., What is the history of the Indy 500?).
- b. Use organizational features of print and digital sources to efficiently locate further information.
- c. Determine the reliability of the sources.
- d. Summarize and organize information in their own words, giving credit to the source.
- e. Present the research information, choosing from a variety of formats. (E)

**Prompts:** Animal Adaptations Research and Compare and Contrast Butterflies and Moths

Rubrics are the same as the previously used for Informational Writing

**4.W.6.a** Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. **4.W.6.b.** Verbs – I. Writing sentences that use progressive verb tenses.

II. Recognizing and correcting inappropriate shifts in verb tense.

III. Using modal auxiliaries (e.g., can, may, must).

**4.W.6.e** Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)

**4.W.7.a** Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

**4.W.7.b.3** Using a comma before a coordinating conjunction in a compound sentence.

**4.W.7.c** Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings,

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syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)

**Exposure:**

**4.W.4.b** Use technology to interact and collaborate with others to produce and publish legible documents.

**4.W.3.c** Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.