

# SAU Curriculum Framework

## Grade 4

### Writing and Oral Communication

<b>Structures of Language</b>	
<b>Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)</b>	
<b>W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...</b>	
<b>Grade 4</b>	<b>Student Friendly Language</b>
W-4-1.1: Writing a variety of complete simple <u>and compound sentences</u> (State)	I will write a variety of simple and <u>compound sentences</u> .
W-4-1.2: <u>Using the paragraph form: indenting, main idea, supporting details</u> (State)	I will write paragraphs that include: <u>indenting</u> <u>main idea</u> <u>supporting details</u>
W-4-1.3: Not assessed at this grade level	
W-4-1.4: Not assessed at this grade level	
W-4-1.5: Subsumed in W-4-1.1	
W-4-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.
<b>Reading Connection</b>	
<b>Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)</b>	
<b>W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...</b>	
W-4-2.1a: Selecting appropriate information to set context/background (State)	After I have read a text, I will select appropriate information to set the context/background.
W-4-2.1b: Writing an introduction that sets context/background (Local)	I will write an introduction that sets context/background.
W-4-2.2: <u>Summarizing ideas</u> (Local)	I will <u>summarize ideas</u> .
W-4-2.3: Connecting what has been read (plot/ideas/concept) to prior knowledge, which might include other texts (State)	I will connect what I have read (plot/ideas/concepts) to what I already know or other texts I have read..

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<b>Reading Connection</b>	
<b>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)</b>	
<b>W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...</b>	
W-4-3.1: Stating <u>and maintaining</u> a focus (purpose) when responding to a given question (State)	I will state <u>and maintain</u> a focus when answering a question.
W-4-3.2: Making inferences about content, events, characters, setting, or <u>common themes</u> (State) EXAMPLE (of theme): honesty isn't always easy	<ul style="list-style-type: none"> <li>• I will make inferences (use what I know or what I have read) about:</li> <li>• content</li> <li>• events</li> <li>• characters</li> <li>• setting</li> <li>• <u>common themes</u></li> </ul>
W-4-3.3: Using <u>specific</u> details <u>and</u> references to text to support focus (State)	I will use <u>specific</u> details <u>and</u> references to the text to support my ideas in writing.
W-4-3.4: Organizing ideas, using transition words/ <u>phrases</u> and <u>writing a conclusion</u> (State)	<ul style="list-style-type: none"> <li>• I will organize ideas by using: transition words/<u>phrases</u> <u>writing a conclusion</u></li> </ul>
<b>Expressive Writing</b>	
<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)</b>	
<b>W-4: In written narratives, students organize and relate a story line/plot/series of events by...</b>	
W-4-4.1: Creating a clear, understandable story line with a beginning, middle, and end (State)	My stories will be clear with a beginning, middle and end.
W-4-4.2: Establishing a problem and solution (State)	I will write about a problem and state its solution.
W-4-4.3: <u>Establishing transitions by using signal words/phrases</u> (Local)	<u>When making transitions I will use signal words /phrases.</u>

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<b>Expressive Writing</b>	
<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)</b>	
<b>W-5: Students demonstrate use of narrative strategies by...</b>	
W-4-5.1: Using <u>relevant and descriptive</u> details (State)	I will use <u>important (relevant) and descriptive</u> details.
W-4-5.2: Not assessed at this grade level	
W-4-5.3a: Identifying characters (State)	I will identify characters.  When I create character(s), I will describe the character’s physical attributes and <u>behaviors (looks and acts like)</u> .
W-4-5.3b: Creating character(s) through description of physical attributes <u>and behaviors</u> (Local)	
W-4-5.4: Not assessed at this grade level	I will write about observations (things I have seen) and experiences ( <u>things I have done</u> ).
W-4-5.5: Writing about observations and experiences (Local)	I will <u>select</u> and elaborate <u>important ideas</u> .
W-4-5.6: <u>Selecting and elaborating important ideas</u> (Local)	
<b>Informational Writing</b>	
<b>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)</b>	
<b>W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...</b>	
W-4-6.1: <u>Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)</u> (State)	I will <u>group ideas logically</u> by using <ul style="list-style-type: none"> <li>• <u>predictable categories</u></li> <li>• <u>steps of a procedure</u></li> <li>• <u>reason/arguments</u></li> </ul>
W-4-6.2a: <u>Writing an introduction that sets the context (including materials list in procedures)</u> (State)	I will <u>write an introduction to set the background (context) of my writing (including listing materials in a procedure)</u> .
W-4-6.2b: Selecting appropriate <u>information</u> to set context/ background (Local)	I will <u>select appropriate information</u> to set the background (context).
W-4-6.3a: <u>Using transition words or phrases</u> (State)	I will <u>use transition (connecting) words or phrases</u> .
W-4-6.3b: Using numbering or words to arrange the steps in a logical manner (Local)	I will use numbers or words to write steps in a logical order (makes sense).
W-4-6.4: <u>Writing a conclusion</u> (State)	I will <u>write a conclusion</u> .
W-4-6.5: Providing a list of resources ( <u>e.g. materials used in a tasks; sources used for reference</u> ) (Local)	I will list <u>materials I use in a task</u> . I will list <u>sources I use for reference</u> .

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<b>Informational Writing</b>	
<b>Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)</b>	
<b>W-7: In informational writing (reports or procedures only), students effectively convey purpose by...</b>	
W-4-7.1: Establishing a topic (State)	I will choose a topic.
W-4-7.2: Stating and <u>maintaining</u> a focus/controlling idea on a topic (State)	I will state and <u>keep</u> ( <u>maintain</u> ) a focus/controlling idea.
<b>Informational Writing</b>	
<b>Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)</b>	
<b>W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...</b>	
W-4-8.1: Including <u>facts</u> and details relevant to focus/ <u>controlling idea</u> (State)	I will include <u>facts</u> and details relevant (important) to my focus/ <u>controlling idea</u> .
W-4-8.2: Including sufficient details <u>or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State)	To completely cover the topic, I will include details <u>or facts</u> such as: naming describing explaining comparing  using visual images
<b>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)</b>	
<b>W-9: In independent writing, students demonstrate command of appropriate English conventions by...</b>	
W-4-9.1: <u>Identifying grammatical errors, when given examples</u> (State) EXAMPLES: he don't; Him and me went	<u>When given examples, I will identify grammatical errors.</u>
W-4-9.2: <u>Applying basic capitalization rules</u> (State) EXAMPLES: names, beginning sentences, proper nouns, titles	I will <u>know when to capitalize words</u> such as: names beginning sentences proper names titles
W-4-9.3: Using commas correctly in dates and in a series_(Note: either form is correct – x, y, <i>and</i> z or x, y <i>and</i> z)_(State)	I will use commas correctly in dates and in a series.
W-4-9.4: Using <i>end</i> punctuation correctly <u>in a variety of sentence structures</u> (State)	I will use end punctuation correctly <u>in a variety of sentences.</u>
W-4-9.5: Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u> (State) EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes	I will spell fourth grade high-frequency words correctly. I will <u>recognize syllables and prefix/suffix (affix) patterns. I will recognize common spelling rules.</u>

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<b>Habit of Writing: Uses a Writing Process (W-10)</b>	
<b>W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</b>	
W-4-10.1: See Appendix B for Writing Process	To produce a final writing product, I will use these steps: <ul style="list-style-type: none"> <li>• prewriting</li> <li>• drafting</li> <li>• revising (critiquing)</li> <li>• editing</li> <li>• publishing</li> </ul> (See Appendix B)
<b>Habit of Writing: Writing Extensively (W-11)</b>	
<b>W:HW:2: Demonstrates the habit of writing extensively by...</b>	
W-4-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-4-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts (what I think), observations (what I see) or impressions (what I feel).
W-4-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, and letters and personal notes	I will think of topics for many writing forms such as: <ul style="list-style-type: none"> <li>• journal writing</li> <li>• free writing</li> <li>• poetry</li> <li>• quick writes</li> <li>• scientific observations</li> <li>• learning logs</li> <li>• readers'/writers' notebook</li> <li>• letters</li> <li>• personal notes</li> </ul>
W-4-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres (kinds of writing).

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<b>Oral Communication Strategies (OC1)</b>	
<b>W:OC:1: In oral communication, students demonstrate interactive listening by ...</b>	
OC-4.1.1: Following verbal instructions to perform tasks, to answer questions, or to solve problems	I will follow instructions to complete tasks, answer questions or solve problems.
OC-4.1.2: Identifying cue words to categorize and understand content to summarize, question or contribute to information presented	To contribute to a discussion I will identify key words to: <ul style="list-style-type: none"> <li>• categorize</li> <li>• understand</li> <li>• summarize</li> <li>• question</li> </ul>
OC-4.1.3: Not assessed at this grade level	
OC-4.1.4: Participating in large and small group discussions to show understanding how other group members think.	I will listen and respond to the ideas of others.
OC-4.1.5a: Identifying choices, alternatives and consequences for problem solving	I will figure out different ways to solve a problem.
OC-4.1.5b: Attending to speaker and waiting for appropriate turn to speak	<ul style="list-style-type: none"> <li>• I will listen to someone who is talking and wait for my turn to speak</li> </ul>
<b>Oral Communication Strategies (OC-2)</b>	
<b>W:OC:2: In oral communication, students make oral presentations by...</b>	
OC-4-2.1: Identifying rules that regulate social conventions in small groups (eg. interviews, small group discussions. Etc)	I will know how to speak and behave in different places and with different people.
OC-4-2.2: Identifying how different verbal and nonverbal choices alter the meanings conveyed to others;	I know what I say and do affects how others understand what I am telling them.
OC-4-2.3: Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, graphics, or artifacts	I will tell stories or give information with conclusions (ending), using details and expression to convey meaning. As I speak, I will also use books, pictures, graphics or artifacts to convey meaning.
OC-4-2.4: Providing effective and appropriate feedback	I will make meaningful and appropriate comments to others.
OC-4-2.5: Using variety of strategies to engage audience (eg., eye contact, voice tone, and gestures)	To engage my audience, I will use a variety of strategies such as: <ul style="list-style-type: none"> <li>• eye contact</li> <li>• voice tone</li> <li>• gestures</li> </ul>