

4th Grade Writing 2016/17

Blackwater Community School

Quarter 1

Informative

AZ.4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

AZ.4.W.2a: 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.

AZ.4.W.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

AZ.4.W.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

AZ.4.W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

AZ.4.W.2e: Provide a concluding statement or section related to the information or explanation presented.

AZ.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

AZ.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

AZ.4.W.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.

AZ.4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

AZ.4.W.8: 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.

AZ.4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

AZ.4.W.9a: 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].").

AZ.4.W.9b: 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").

AZ.4.W.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.

Quarter 2-3

Opinion

AZ.4.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

AZ.4.W.1a: 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.

AZ.4.W.1b: Provide reasons that are supported by facts and details.

AZ.4.W.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

AZ.4.W.1d: Provide a concluding statement or section related to the opinion presented.

AZ.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

AZ.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

AZ.4.W.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.

AZ.4.W.8: 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.

AZ.4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

AZ.4.W.9b: 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").

AZ.4.W.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.

<p><u>Quarter 4</u></p> <p>Narrative</p>	<p>AZ.4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>AZ.4.W.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>AZ.4.W.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>AZ.4.W.3c: Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>AZ.4.W.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>AZ.4.W.3e: Provide a conclusion that follows from the narrated experiences or events.</p> <p>AZ.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>AZ.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>AZ.4.W.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.</p> <p>AZ.4.W.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.</p>