

Fourth Grade Writing

Guidance for Scope and Sequence Development



Fourth Grade Writing: Information for Scope and Sequence Development

Fourth grade requires writing on six different types of writing to meet the Standards and prepare for PARCC.

The first three types (listed below) give students multiple opportunities to revise, edit and publish. PARCC tasks (the last three listed below) are viewed as impromptu essays and will most likely not be as polished as responses written over longer periods of time. Since students are given a significant amount of time to complete the tasks, students should make every effort to edit and polish their writing to some degree.

The bottom 3 types of writing are how students will be assessed on the PARCC assessment (given after 75% of the year's instruction)*.

| | Writing Task | Description | Notes |
|----|---|---|---|
| #1 | Opinion Writing Reviews, Essays, etc.. | Students should write opinions on topics or texts, supporting a point of view with reasons and information. | |
| #2 | Informative Explanatory Writing Research Papers Reports, Essays Paragraphs, "How To" writing, etc.. | Students should write Informative/explanatory texts to examine a topic and convey ideas and information clearly. There are slight differences between informative and explanatory writing. Informative writing educates readers by imparting straightforward information and facts, but never personal opinions Explanatory writing imparts information, shares ideas and provides explanations and evidence. | |
| #3 | Narrative Writing Creative Writing. Poetry Stories, etc... | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| #4 | *PARCC Literary Analysis Task (LAT) <i>Combination of informative/explanatory writing and opinion writing.</i> | Students will read literature selections, answer a series of questions from each text and synthesize in order to write to the provided prompt. | These tasks are writing to show reading comprehension tasks. Student's writings must show comprehension of key ideas and details as well as written expression and knowledge of language and conventions. The PARCC Writing Rubrics should be used to evaluate these writing tasks. These rubrics can be found at www.ilwritingmatters.org/fourth-grade.html Choose PARCC Resources to view the rubrics as well as a practice tests and other PARCC tools. |
| #5 | *PARCC Research Simulation Task (RST) <i>Possible combination of informative/explanatory writing and opinion writing.</i> | Students will analyze an informational topic presented through several articles or multimedia stimuli. The first text will be an anchor text that introduces the topic. Students will engage with texts, answer a series of questions from each text and synthesize the information from these sources in order to write two analytic essays. | |
| #6 | *PARCC Narrative Tasks (NT) <i>Writing a narrative.</i> | After reading a narrative selection, students will be asked to respond in writing to a prompt that asks them to do one of the following: <ul style="list-style-type: none"> • continue the plot, incorporating elements from the original • write a story, • detail a scientific process, • write a historical account of important figures, or • describe an account of events, scenes or objects | |

Sample

Plan a scope and sequence to include all writing necessary in the fourth grade school year. For example:

Quarter 1
Quarter 2
Quarter 3
Quarter 4

Place the number of the above tasks that will be performed by students in each quarter.

Literary Analysis Task (LAT) – A PARCC Task

The Literary Analysis Task will have students analyze multiple texts and synthesize their findings in essay form.

Directions Students May See on the PARCC Assessment (PARCC may word as “Purpose Setting Statement”)

Before reading the selection, students should read the bolded statement above the passage. This gives students a clear message as to what they are to pay attention to in the text in order to write to the prompt.

“Today you will read and think about the passage from the (novel, story, fable, or other) titled _____ and the (novel, story, fable, or other) _____. As you read these texts, you will gather information and answer questions about _____ (the question will tie back to the reading standards) so you can write an essay. For example:

- Analysis of structural elements RL. 1 & 5
- Central Idea/Lesson of literature RL. 1 & 2
- Charter(s), setting(s), or event(s) RL. 1 & 3
- Author’s Study RL. 1 & 9
- Connecting a text and a companion visual or oral presentation of that text RL. 1 & 7

The question prompt ties back to the reading standards.

After they have read and answered questions, the 2nd part of the prompt may read something like this:

You have read the passages from _____ and _____.” Write an essay that _____ (relates back to the question at the beginning in the first part). Support responses with evidence from each source and explain the evidence.

Classroom
Sample

Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

Ideas to Prepare Students for This Task

- The PARCC Assessment will provide accommodations for all students with a number of accessibility features. Some features include electronic highlighting, use of blank sheet(s) of paper to take notes as they read, etc... For details about accessibility features for all students go to the PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL, Table 1, p. 22-25. http://www.parcconline.org/sites/parcc/files/parcc-accessibility-features-accommodations-manual-11-14_final.pdf
- Model how to work through a writing task(s). Demonstrate step by step how students should read the bold print before the passage. Students may use a blank sheet of paper or other highlighting tool to note when they find evidence that will help answer the writing task. Allow students opportunities to mimic these tasks in the classroom.
- Engage students in guided practice and allow for peer collaboration when new, more complex tasks such as writing to the prompt are practiced.

PARCC
Tip

Research Simulation Task (RST) – A PARCC Task

The Research Simulation Task will have students analyze multiple texts and synthesize their findings in essay form. ***This task is perfect to share with social studies, science and technical subject teachers.***

Directions Students May See on the PARCC Assessment (PARCC may word as “Purpose Setting Statement”)

Before reading the selection, students should read the bolded statement above the passage. This gives students a clear message as to what they are to pay attention to in the text in order to write to the prompt.

Today you will research _____ and consider texts and/or videos to support different purposes. First you will read a passage that _____. Next, you will watch a video clip about _____. Finally, you will read a text that explains how _____. As you review these sources, think about _____. (The question will tie back to the reading standards.) For example:

- Analyzing the relationship between a series of concepts RI. 1,3, & 9
- Analyzing the role of illustrations RI. 1,7,& 9
- Analyzing 1st and 2nd hand accounts RI. 1, 6, & 9
- Analyzing authors’ use of evidence RI. 1, 2, & 8

The question prompt ties back to the reading standards.

After they have read and answered questions, the 2nd part of the prompt may read something like this:

“You have learned about _____ by reading two documents, _____ and _____, and viewing a video clip titled _____. Write an essay that _____ (relates back to the question asked in the 1st part). Support responses with evidence from each source and explain the evidence.

Classroom Sample

Using information from the articles and the video, describe the roles that both the horses and humans play in the horses’ survival. Use evidence from the articles and the video to support your answer.

Preparing Students for this Task

- Model how to work through a writing task(s). Demonstrate step by step how students should read the bold print before the passage. Students may use a blank sheet of paper or other highlighting tool to note when they find evidence that will help answer the writing task. Allow students opportunities to mimic these tasks in the classroom.
- Students can also use the blank sheet of paper to create a graphic such as the one below to take notes on as they read. Students are allowed to use a blank sheet of paper during the PARCC assessment if desired.

PARCC Tip

| | Text 1 | Text 2 | Video |
|------------------------|--------|--------|-------|
| Key Information | | | |

Narrative Task (NT) – A PARCC Task

The narrative task will have students read one piece of literature and typically, write a narrative of their own that reflects their understanding of the passage. Examples may include continuing the plot or incorporating a specific element from the original.

Directions Students May See on the PARCC Assessment (PARCC may word as “Purpose Setting Statement”)

Before reading the selection, students should read the bolded statement above the passage. This gives students a clear message as to what they are to pay attention to in the text in order to write to the prompt.

Today you will read a passage from a story titled _____. As you read, pay close attention to _____ (students will be looking at a specific skill that ties back to the reading standards) to prepare to write _____. (Students will be told what the writing target is before they read.)

After they have read and answered questions, the 2nd part of the prompt may read something like this:

“You have read a passage from _____. Think about how _____ . Write a narrative story that _____. Be sure to _____ (The directions will give students specific directives as to what to include).

Classroom Sample



Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing the story.

Preparing Students for this Task:

- Students will benefit from reading the bold print directive above the passage. This directive will tell students what they are to pay close attention to when they read.
- PARCC will provide accommodations for all students. The PARCC assessment provides students a number of accessibility features for all students. Some features include electronic highlighting, use of blank sheet(s) of paper to take notes as they read, etc... For details about accessibility features for all students go to the PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL, Table 1, p. 22-25. http://www.parcconline.org/sites/parcc/files/parcc-accessibility-features-accommodations-manual-11-14_final.pdf
- Make sure students can identify key elements in a story. Any element that is a part of the standards will be reflected in questions and/or writing prompt. Check the 4th grade New Illinois Reading Literature Standards for the key elements students are expected to know.



Steps for Designing PARCC Writing Tasks




1. Determine anchor text for students to read that introduces the topic you want them to write about. Use the content you are currently teaching.
2. Find coordinating texts/multimedia to accompany the anchor text. **For example:**

| | | | | |
|-------------------------------------|---|---|---|--|
| Literary Analysis Task (LAT) | Anchor Text | + | Coordinating Text | |
| #4 Type of Writing |  | |  | |
| | Novel Segment | | Poem | |




The types of texts mentioned in literature standard #2 for 4th grade are additional texts that may appear on the PARCC Assessment.


OR

| | | | | |
|-------------------------------------|---|---|---|--|
| Literary Analysis Task (LAT) | Anchor Text | + | Coordinating Text | |
| #4 Type of Writing |  | |  | |
| | Story Segment | | Myth | |

| | | | | | |
|---------------------------------------|--|---|--|---|--|
| Research Simulation Task (RST) | Anchor Text | + | Coordinating Text | + | Coordinating Text |
| #5 Type of Writing |  | |  | |  |
| | Textbook Segment | | Article | | Video |

OR

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| Research Simulation Task (RST) | Anchor Text | + | Coordinating Text | + | Coordinating Text |
| #5 Type of Writing |  | |  | |  |
| | Article | | Primary Source | | Textbook Segment |

| | |
|----------------------------|---|
| Narrative Task (NT) | Anchor Text |
| #5 Type of Writing |  |
| | Novel Segment |

3. Develop questions for each text using the reading standards and evidence tables for 4th grade. See evidence tables at the end of this document. Question Guidance: <http://achievethecore.org/page/46/complete-guide-to-creating-text-dependent-questions>
4. Create a culminating writing prompt in which students compare and synthesize ideas across texts. The reading standards/evidence tables should be used to develop the question.
5. Use the PARCC Rubrics to evaluate student writing. <http://www.parcconline.org/sites/parcc/files/Grade%204-5%20July%202029%20Rubric%20Final.pdf>

Resources for Developing Practice PARCC Writing Tasks

- Use the PARCC writing rubrics to score student responses. This helps clarify the criteria needed for a successful writing task as well as the thinking behind the PARCC scoring process.
- See the PARCC Practice Tests for samples of the PARCC writing tasks. Go to www.ilwritingmatters.org/fourth-grade.html and click on PARCC resources.
- Current Textbooks or Series
 - Basal Alignment Project – Free, teacher-developed Common Core-aligned lessons for Basal reading series in grades 3-5. Hundreds of teachers worked collaboratively to develop these materials, following deep training on the Common Core by Student Achievement Partners. Each lesson has been authored, edited, and reviewed by a team of teachers. Each lesson gives a sample writing task with prompt.
<http://achievethecore.org/page/526/basal-alignment-project-lessons-grade-4-list-pg>

To develop writing tasks, teachers need to have access to grade level texts. This can come in the form of any of number resources found in the classroom. See the following resources for possible texts.

Internet Resources for Text

- Readworks – www.readworks.org
ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, **for free**, to be shared broadly.
- Newsela – www.newsela.com
Newsela is a free resource that presents articles on a range of topics such as: War and Peace, Science, Kids, Money, Law, Health, Arts, and Sports. Filter your search by grade level, reading standard, and whether a quiz has been designed for the article. The system enables you to convert the articles into higher or lower lexiles so you can use them with any grade from 3-12.
- TextProject – www.textproject.org
This website has high-quality student texts and teacher guides that are all available for free download. There are texts for students, vocabulary lessons and lists, professional development modules and videos - a world of open-access resources for teachers.
- Myths – <http://www.scholastic.com/teachers/unit/myths-everything-you-need>
<http://www.scholastic.com/teachers/lesson-plan/fabulous-fun-greek-myths>
Scholastic provides teachers with a variety of myth resources.
- American Folklore – www.americanfolklore.net
This site offers the text for a number of different folktales for use in the classroom. American Folklore features retold folktales from all 50 states.
- Library of Congress - <http://www.loc.gov/teachers/>
The Library of Congress offers classroom materials to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.
4th Grade Primary Source Information:
<http://www.loc.gov/teachers/standards/standards.php?standards=common&st=CCK12&gr=4&su=Language+Arts&loid=none&formLocation=>

Grade: 4

Evidence Table: Literature

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.

Standards:

Evidences to be measured on the PARCC Summative Assessment

The student's response:

RL 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Provides references to details and/or examples in a text when explaining what **the text says explicitly** and/or when explaining **inferences drawn from the text**. (1)¹

RL 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Provides a statement of a theme of a text. (1)
Provides a summary of the text. (2)

RL 3: 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).

Provides an in-depth description of a **character** in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1)
Provides an in-depth description of a **setting** in a story or drama, drawing on specific details in the text. (2)
Provides an in-depth description of an **event** in a story or drama, drawing on specific details in the text. (3)

RL 5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. (1)

RL 6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (1)

RL 7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Provides a connection between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and/or directions in the text. (1)

RL 9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Provides a comparison and contrast of the treatment of similar **themes and/or topics** (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1)

Provides a comparison and contrast of the treatment of

Grade: 4

Evidence Table: Information

Claim: Reading Information: Students read and demonstrate comprehension of grade---level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below:

| Standards: | Evidences to be measured on the PARCC Summative Assessment The student's response: |
|--|---|
| RI 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Provides references to details and/or examples in a text when explaining what the text says explicitly and/or text when explaining inferences drawn from the text. (1) ² |
| RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Provides a statement of the main idea of a text. (1) Provides an explanation of how the main idea is supported by key details. (2) Provides a summary of the text. (3) |
| RI 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Provides an explanation of events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1) Provides an explanation of procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2) Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3) |
| RI 5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1) |
| RI 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic. (1) ³ |
| RI 7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1) Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages). (2) Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3) Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4) |
| RI 8: Explain how an author uses reasons and evidence to support particular points in a text. | Provides an explanation of how an author uses reasons to support particular points in a text. (1) Provides an explanation of how an author uses evidence to support particular points in a text. (2) |
| RI 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Provides a statement that integrates information from two texts on the same topic. (1) |

Grade: 4

Evidence Table: Vocabulary

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

| Standards: | Evidences to be measured on the PARCC Summative Assessment The student's response: |
|---|--|
| RI 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). (1) |
| RI 4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1) |
| L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1) FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2) |

L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (1)

Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)

Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)

L 6: Acquire and use accurately grade---appropriate general academic and domain---specific words and phrases, including those that signal precise

Provides a statement demonstrating accurate meaning and use of grade---appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)

L 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).

Provides a statement demonstrating accurate meaning and use of grade---appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)