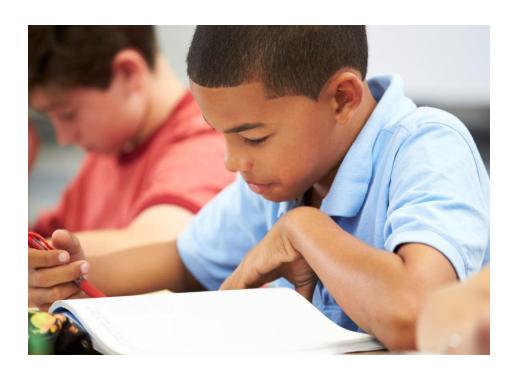
Fourth Grade Writing

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.	The writing types described here are writings that take place over multiple days or time frames. The rubrics used for these types of writing ask students to use the entire writing process. Some options
#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.	for a rubric can be found at www.ilwritingmatters.org/four th-grade.html.
#4	*PARCC Literary Analysis Task (LAT) Combination of informative/explanatory writing and opinion writing.	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
#5	*PARCC Research Simulation Task (RST) Possible combination of informative/explanatory writing and opinion writing.	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.	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
#6	*PARCC Narrative Tasks (NT) Writing a narrative.	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:	www.ilwritingmatters.org/four th-grade.html Choose PARCC Resources to view the rubrics as well as a practice tests and other PARCC tools.

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)		
itled 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 The question prompt ties back		
Charter(s), setting(s), or event(s) RL. 1 &3 to the reading standards.		
Author's Study RL. 1 & 9		
 Connecting a text and a companion visual or oral presentation of that text RL. 1 & 7 		
After they have read and answered questions, the 2^{nd} part of the prompt may read something like this:		
You have read the passages fromand" 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

Classroom Sample

evidence.

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

- PARCC 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-accessibilityfeatures-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.

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.

First yourself	you will research and consider texts and/or videos to support different purposes. ou 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 s, think about (The question will tie 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 	
After the	ey have read and answered questions, the 2 nd part of the prompt may read something like this:
viewin (relate	ave learned about by reading two documents, and, and g a video clip titled Write an essay that s back to the question asked in the 1 st part). Support responses with evidence from each source plain the evidence.
room	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

Classro

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.

	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 title	d As you read, pay
close attention to (st	udents 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, th	e 2 nd 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).
nom	

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.

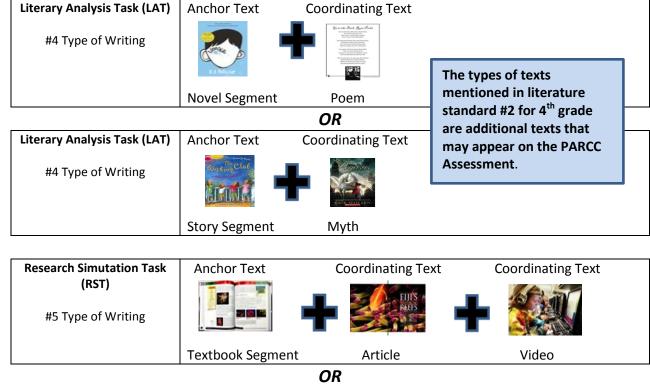
Preparing Students for this Task:

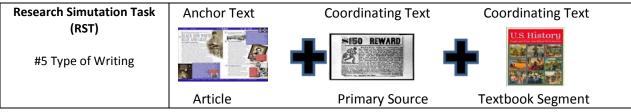
- Students will benefit from reading the bold print directive above the passage. This directive will tell students what they are to pay close attention to when they read.
- PARCC will provide accommodations for all students. The PARCC assessment provides students
 a number of accessibility features for 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.

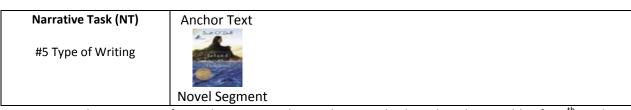
Steps for Designing PARCC Writing Tasks

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:







- 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%2029%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 <u>www.readworks.org</u>
 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 <u>www.newsela.com</u>
 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 <u>www.textproject.org</u>
 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/lesson-plan/fabulous-fun-greek-myths
 Scholastic provides teachers with a variety of myth resources.
- American Folklore <u>www.americanfolklore.net</u>
 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 gradelevel 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 indepth 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 indepth description of a setting in a story or drama, drawing on specific details in the text. (2) Provides an indepth 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 thirdperson narrations.	Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first and thirdperson 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:	
Claim: Reading Information: Students read and demonstrate comp	
Items designed to measure this claim may address the standards	
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	Provides a statement of the main idea of a text. (1)
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, or quantitatively contributes to an understanding of the text ir 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)
	9

ocabulary
t to determine the meaning of words and phrases.
ds and evidences listed below:
Evidences to be measured on the PARCC Summative Assessment The student's response:
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., Herculean). (1)
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)
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, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)
rt

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