

Writing Grades 3 & 4

Uses strategies to generate ideas.

Comes to writing with ideas:

Identify personal experience; gather information to answer questions; research ideas; state opinion and reasons. (W.7 & 8)

Conduct short research projects that build knowledge about a topic. (W.7 & 8)

Offers ideas to others for writing topics. (W.7 & 8)

Conducts shared research with peers. (W.7 & 8)

Revises and edits writing drafts.

Develop and strengthen writing as needed by planning, revising, and editing. (W.5)

Organizes writing by sequencing ideas.

Write **opinion** pieces that introduces the topic, states an opinion, supply a reason for the opinion, use linking words. (W.1)

Write **informative/explanatory** texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.2)

Write **narratives** that recount two or more sequences events, include some details of what happened, use temporal words to signal event order, and provide some sense of closure. (W.3)

Write **opinion pieces**, state opinion, supply reasons that support opinion, use linking words to connect opinion and reasons, and provide a concluding statement. (W.1)

Write **informative/explanatory** texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2)

Write **narratives** in which they recount a well-elaborated event or short sequence of event, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.3)

Develops writing by adding details and words for purpose.

Produce simple, compound, and complex sentences. (3. L.1i)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (4.L.1f)

Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. (3.L.3a,b)

Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (4.L.3a-c)

Uses correct capitalization and punctuation in writing.

<p>a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. (L.2a-d)</p>	<p>a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. (L.2.a-c)</p>
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Uses correct spelling in writing.

<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2a-d)</p>	<p>d. Spell grade-appropriate words correctly, consulting references as needed. (L.2.d)</p>
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Uses correct grammar conventions when writing or speaking.

<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. * g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordination and subordinating conjunctions. i. Produce simple, compound, and complex sentences. (L.1a-i)</p>	<p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. * g. Correctly use frequently confused words (e.g., to, too, two; there, their). (L.1a-g)</p>
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