

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 4

Massachusetts
Standards

Strand:
Writing

Students will be able
to:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *(Standard 4)*

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. *(Standard 10)*

Big Ideas

- Through forms of writing, writers develop their ability to reason, communicate and defend ideas, and convey an experience to their audience.
- Writers who know how to change the organizational structures, word choice and tones of the texts they create are better able to convey the messages they intend.
- Effective writing requires both imaginative thinking and the ability to step back and critique one's creation in order to improve it.
- Use of standard English conventions are essential to a writer's success in conveying a message.
- Research encourages a deep and thorough exploration of a subject area in ways that build lasting knowledge and result in a more thorough understanding of the topic than that gained solely from individual sources or general reading.

Key Outcomes

Students will demonstrate an understanding of **writing** by:

- Writing opinion pieces of topics or texts, supporting a point of view with reasons and information. *(Standard 1)*
- Writing informative/explanatory texts to examine a topic and convey ideas and information clearly. *(Standard 2)*
- Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(Standard 3)*
- Writing stories, poems, and scripts that use similes and/or metaphors. *(Standard 3.A)*

Students will demonstrate an understanding of the **writing process** by:

- Developing and strengthening writing as needed by planning, revising, and editing. *(Standard 5)*
- Using technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. *(Standard 6)*

Students will demonstrate an understanding of **investigation to gain new insight** by:

- Conducting short research projects that build knowledge through investigation of different aspects of a topic. *(Standard 7)*
- Recalling relevant information from experiences or gather relevant information from print and digital sources; taking notes and categorizing information, and providing a list of sources. *(Standard 8)*
- Drawing evidence from literary or informational texts to support analysis, reflection, and research. *(Standard 9)*

Essential Knowledge and Skills

Students will:

Opinion *(Standard 1)*

- 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.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (*e.g., for instance, in order to, in addition*).
- Provide a concluding statement or section related to the opinion presented.

Informative *(Standard 2)*

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (*e.g., another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Narrative *(Standard 3)*

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.

- Provide a conclusion that follows from the narrated experiences or events.

Students will:

- Demonstrate a command of Language standards 1–3 up to and including grade 4 when editing for conventions
- Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 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]. ”*).
- 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”*).