

Language Arts 3-4 - Writing

Writing Processes Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Generate writing ideas through discussions with others and from printed materials. Develop a clear main idea for writing. 	<ul style="list-style-type: none"> Generate writing ideas through discussions with others and from printed materials. State and develop a clear main idea for writing. 	A. Generate ideas and determine a topic suitable for writing.		
<ul style="list-style-type: none"> Develop a purpose and audience for writing. 	<ul style="list-style-type: none"> Develop a purpose and audience for writing. 	B. Determine audience and purpose for self-selected and assigned writing tasks.		
<ul style="list-style-type: none"> Use organizational strategies to plan writing. 	<ul style="list-style-type: none"> Use organizational strategies to plan writing. 	C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.		
<ul style="list-style-type: none"> Reread and assess writing for clarity, using a variety of methods. 	<ul style="list-style-type: none"> Reread and assess writing for clarity, using a variety of methods. 	D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.		
<ul style="list-style-type: none"> Organize writing by providing a simple introduction, body and a clear sense of closure. Use a wide range of simple, compound and complex sentences. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases. Use language for writing that is different from oral language, mimicking writing style of books when appropriate. Use available technology to compose text. Reread and assess writing for clarity, using a variety of methods. Add descriptive words and details and delete extraneous information. Rearrange words, sentences and paragraphs to clarify meaning. 	<ul style="list-style-type: none"> Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. Vary simple, compound and complex sentence structures. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases. Vary language and style as appropriate to audience and purpose. Use available technology to compose text. Reread and assess writing for clarity, using a variety of methods. Add descriptive words and details and delete extraneous information. Rearrange words, sentences and paragraphs to clarify meaning. 	E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices		

Language Arts 3-4 – Writing

Writing Processes Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Use resources and reference materials to select more effective vocabulary. 	<ul style="list-style-type: none"> Use resources and reference materials, including dictionaries, to select more effective vocabulary. 	F. Use a variety of resources and reference materials to select more effective vocabulary when editing		
<ul style="list-style-type: none"> Proofread writing and edit to improve conventions and identify and correct fragments and run-ons. 	<ul style="list-style-type: none"> Proofread writing and edit to improve conventions and identify correct fragments and run-ons. 	G. Edit to improve sentence fluency, grammar and usage		
<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	<ul style="list-style-type: none"> Apply tools to judge the quality of writing. 	H. Apply tools to judge the quality of writing.		
<ul style="list-style-type: none"> Rewrite and illustrate writing samples for display 	<ul style="list-style-type: none"> Prepare for publication writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product. 	I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.		

Language Arts 3-4 - Writing

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing to audience and purpose.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot. 	<ul style="list-style-type: none"> Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view. 	A. Write narrative accounts that develop character, setting and plot.		
<ul style="list-style-type: none"> Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text. 	<ul style="list-style-type: none"> Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge. 	B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.		
<ul style="list-style-type: none"> Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature. 	<ul style="list-style-type: none"> Write informational reports that include facts and examples and represent important details in a logical order. 	C. Write formal and informal letters that include important details and follow correct letter format.		
<ul style="list-style-type: none"> Write informational reports that include the main ideas and significant details from the text. 	<ul style="list-style-type: none"> Write informational reports that include facts and examples and present important details in a logical order. 	D. Write informational reports that include facts, details and examples that illustrate an important idea.		

Language Arts 3-4 - Writing

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Write legibly in cursive, spacing letters, words and sentences appropriately. 	<ul style="list-style-type: none"> • Write legibly in cursive, spacing letters, words and sentences appropriately. 	A. Write legibly in finished drafts.		
<ul style="list-style-type: none"> • Spell multi-syllabic words correctly. • Spell all familiar high-frequency words, words with short vowels and common endings correctly. • Spell contractions, compounds and homonyms. • Use correct spelling of words with common suffixes. • Follow common spelling generalizations. • Use resources to check spelling. 	<ul style="list-style-type: none"> • Spell high-frequency words correctly. • Spell plurals and inflectional endings correctly. • Spell roots suffixes and prefixes correctly. 	B. Spell grade-appropriate words correctly.		
<ul style="list-style-type: none"> • Use end punctuation marks correctly. • Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives. • Use correct capitalization. 	<ul style="list-style-type: none"> • Use commas, end marks, apostrophes and quotation marks correctly. • Use correct capitalization. 	C. Use conventions of punctuation and capitalization in written work.		
<ul style="list-style-type: none"> • Use nouns, verbs and adjectives correctly. • Use subjects and verbs that are in agreement. • Use irregular plural nouns. • Use nouns and pronouns that are in agreement. • Use past, present and future verb tenses. • Use possessive nouns and pronouns. • Use conjunctions. 	<ul style="list-style-type: none"> • Use various parts of speech such as nouns, pronouns and verbs. • Use conjunctions and interjections. • Use adverbs. • Use prepositions and prepositional phrases. • Use objective and nominative case pronouns. • Use subjects and verbs that are in agreement. • Use irregular plural nouns. 	D. Use grammatical structures to effectively communicate ideas in writing.		

Language Arts 3-4 - Writing

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their finding.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Choose a topic for research from a list of questions, assigned topics or personal area of interest. • Utilize appropriate searching techniques to gather information from a variety of locations. • Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 	<ul style="list-style-type: none"> • Identify a topic and question for research and develop a plan for gathering information. • Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 	A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.		
<ul style="list-style-type: none"> • Identify important information found in the sources and summarize the important findings. • Sort relevant information into categories about the topic. 	<ul style="list-style-type: none"> • Identify important information found in the sources and summarize important findings. • Create categories to sort and organize relevant information charts, tables or graphic organizers. 	B. Select and summarize important information and sort key findings into categories about a topic.		
<ul style="list-style-type: none"> • Understand the importance of citing sources. 	<ul style="list-style-type: none"> • Discuss the meaning of plagiarism and create a list of sources. 	C. Create a list of sources used for oral, visual, written or multimedia reports.		
<ul style="list-style-type: none"> • Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. 	<ul style="list-style-type: none"> • Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. 	D. Communicate findings orally, visually and in writing or through multimedia.		

Language Arts 3-4 - Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> Ask questions for clarification and explanation, and respond to others ideas. 	<ul style="list-style-type: none"> Demonstrate active listening strategies. 	A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.		
<ul style="list-style-type: none"> Identify the main idea, supporting details and purpose of oral presentations and visual media. 	<ul style="list-style-type: none"> Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media. 	B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.		
<ul style="list-style-type: none"> Demonstrate an understanding of the rules of the English language. Select language appropriate to purpose and audience. Use clear diction and tone, and adjust volume and tempo to stress important ideas. Adjust speaking content according to the needs of the audience. 	<ul style="list-style-type: none"> Demonstrate an understanding of the rules of the English language. Select language appropriate to purpose and audience. Use clear diction and tone, and adjust volume and temp to stress important ideas. Adjust speaking content according to the needs of the audience. 	C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.		
<ul style="list-style-type: none"> Identify the difference between facts and opinions in presentations and visual media. 	<ul style="list-style-type: none"> Distinguish between a speaker's opinions and verifiable facts. 	D. Identify examples of facts and opinions and explain their differences.		

Language Arts 3-4 - Writing

Communication Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

3	4	BENCHMARK	When	Freq
<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ present events or ideas in logical sequence and maintain a clear focus; ➤ demonstrate an understanding of the topic; ➤ include relevant facts and details from multiple sources to develop topic; ➤ organize information, including a clear introduction, body and conclusion; ➤ use appropriate visual materials and available technology; and ➤ identify sources. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ present events or ideas in a logical sequence and maintain a clear focus; ➤ demonstrate an understanding of the topic; ➤ include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information; ➤ organize information to include a clear introduction, body and conclusion; ➤ use appropriate visual materials and available technology; and ➤ draw from several sources and identify sources used. 	E. Organize presentations to provide a beginning, middle and ending and include concrete details.		
<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ present events or ideas in logical sequence and maintain a clear focus; ➤ demonstrate an understanding of the topic; ➤ include relevant facts and details from multiple sources to develop topic; ➤ organize information, including a clear introduction, body and conclusion; ➤ use appropriate visual materials and available technology; and ➤ identify sources. 	<ul style="list-style-type: none"> • Deliver informational presentations that: <ul style="list-style-type: none"> ➤ present events or ideas in a logical sequence and maintain a clear focus; ➤ demonstrate an understanding of the topic; ➤ include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information; ➤ organize information to include a clear introduction, body and conclusion; ➤ use appropriate visual materials and available technology; and ➤ draw from several sources and identify sources used. 	F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus		
<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 	<ul style="list-style-type: none"> • Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 	G. Deliver a variety of presentations, using visual materials as appropriate.		