

**FOURTH GRADE**  
**(Six-Trait Foci: Word Choice, Voice)**  
**EALR 1 – The Writing Process**

- 1.1 PREWRITE - Applies more than one strategy for generating ideas and planning writing.**
- Explains the difference between generating and organizing ideas, adjusts prewriting strategies accordingly
  - Records information or ideas at prewriting and/or drafting stages
  - Gathers information from more than one resource and synthesizes ideas to plan writing
- 1.2 DRAFT - Produces more than one draft of multiple paragraphs.**  
**(HP: Preferably a draft on a single topic with 5 or more paragraphs of 5-6 sentences each, including an introduction and conclusion)**
- Uses a prewriting plan to draft text
  - Works on more than one draft on a single topic over several days
- 1.3 REVISE - Revises text by adding, deleting, substituting, and moving text.**
- Rereads work several times and has a different focus for each reading (e.g. first – adding details for support; second – substituting words for clarity; third – moving text by combining sentences)
  - Records feedback using writing group procedure (e.g. specific example from text in one column, suggestions in another column, notes in margin)
  - Makes decisions about writing based on feedback
  - Revises content based on new information
  - Uses difference methods to delete or move text
  - Uses more than one resource to revise
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
  - Uses more than one resource to edit
  - Proofreads final draft for errors
- 1.5 PUBLISH - Publishes in more than one format for specific audiences and purposes.**
- Publishes pieces and explains choice of format, graphics, and illustrations
  - Publishes for a wide range of purposes
  - Uses a variety of available technology as part of publication (e.g. software, video)
- 1.6 Adjusts writing process as necessary**  
**Applies understanding of the recursive nature of writing process.**
- Revises at any stage of process
  - Edits as needed at any stage
- Uses collaborative skills to adapt writing process**
- Contributes to different parts of the process when working on a class newspaper
- Uses knowledge of time constraints to adjust writing process**
- Works on one draft over several days or weeks adjusting work to fit the time frame
  - Allots amount of time for each stage of writing process for on-demand writing

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### **EALR 2 – Writing in a Variety of Forms for Different Audiences and Purposes**

#### **2.1 AUDIENCE**

**Applies understanding of multiple and varied audiences to write effectively.**

- Identifies an intended audience
- Writes to a diverse community audience
- Identifies and includes information a diverse audience needs to know

#### **2.2 PURPOSE**

**Demonstrates understanding of different purposes for writing.**

- Writes for different purposes
- Incorporates more than one purpose using a form
- Includes more than one mode within a piece
- (HP: Writes to persuade)**

#### **2.3 FORMS/GENRES**

**Uses a variety of forms/genres.**

- Selects form/genre to meet requirements of task or content area
- Maintains a log or portfolio to track variety of forms/genres used
- Produces a variety of new forms/genres (e.g. fictional stories, procedures, tables, newspaper articles, scientific explanations, multi-paragraph explanatory letters, song lyrics for an established melody)

#### **2.4 CAREER APPLICATIONS**

**Produces documents used in a career setting.**

- Collaborates with a partner on a writing project
- Writes in forms associated with specific tasks or careers

## FOURTH GRADE

### EALR 3 – Clear and Effective Writing (Through Use of the Six Traits: Ideas, Organization, Sentence Fluency, Word Choice, Voice, Conventions)

#### 3.1 IDEAS - Analyzes ideas, selects a narrow topic, elaborates using specific details and/or examples.

- Narrows topic
- Maintains focus on a specific topic (**HP: States Main Idea**)
- Selects details relevant to the topic to elaborate
- Uses personal experiences, observations, and/or research to support opinions and ideas
- Develops characters, setting, and events in within plot when writing a narrative
- ORGANIZATION – Organizes writing using a logical organizational structure.**
- Writes in a logically organized progression of unified paragraphs
- Constructs a recognizable introduction and conclusion
- Uses a variety of transitional words and phrases to make connections between and within paragraphs (e.g. chronological, spatial, ordinal)
- Structures plot in narrative using problem-solution-outcome
- Describes procedures sequentially
- Organizes explanations
- Structure poetry

#### 3.2 STYLE

##### **VOICE – Understands that different audiences and purposes affect writer’s voice.**

- Adjusts voice for different audiences
- Adjusts voice for different purposes
- Writes in own voice in personal narrative
- Writes in authentic voice in expository writing – the voice sound real, not stilted

##### **WORD CHOICE – Uses language appropriate for a specific audience and purpose.**

- Uses precise words
- Uses specialized vocabulary in informational writing
- Uses literary and sound devices

##### **SENTENCE FLUENCY – Uses a variety of sentences.**

- Writes a variety of sentence beginnings
- Writes a variety of sentence lengths
- Writes a variety of sentence structures
- Write song lyrics with a specific rhythm

#### 3.3 CONVENTIONS

##### **Uses legible handwriting.**

- Maintains consistency in printing or cursive handwriting

##### **SPELLING – Spells words appropriate for the grade level accurately.**

- Uses spelling rules and patterns from previous grades
- Spells high-frequency words correctly
- Recognizes and uses grade level appropriate spelling patterns (e.g. affixes)
- Self-corrects spelling errors
- Develops a personal spelling list
- Uses resources to find correct spelling for words identified as misspelled

**CAPITALIZATION – Applies capitalization rules.**

- ❑ Uses capitalization rules from previous grades
- ❑ Capitalizes important words in a title of a book or article
- ❑ Capitalizes abbreviations correctly
- ❑ Uses resources to correct capitalization

**PUNCTUATION – Applies punctuation rules.**

- ❑ Uses punctuation rules from previous grades
- ❑ Uses comma to set off titles or initials
- ❑ Uses comma in complete address
- ❑ Uses comma after an introductory phrase
- ❑ Uses italics, underlining, or quotation marks for titles
- ❑ Uses colon after greeting in a business letter
- ❑ Uses hyphen between syllables at line breaks

**GRAMMAR - Applies usage rules.**

- ❑ Applies usage rules from previous grades
- ❑ Uses single/plural agreement between nouns and modifiers
- ❑ Uses correct placement of pronouns
- ❑ Uses among (more than two) vs. between (two)
- ❑ Uses conjunctions logically
- ❑ Uses prepositions correctly
- ❑ Uses collective nouns

**Uses complete sentences in writing.**

- ❑ Does not use comma splices

**Applies paragraph conventions.**

- ❑ Uses paragraph conventions

**Applies conventional forms for citations.**

- ❑ Cites sources

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**EALR 4 – Analyzing and Evaluating Writing**

**4.1 ANALYZES AND EVALUATES OTHERS' AND OWN WRITING**

**Analyzes and evaluates writing using established criteria.**

- ❑ Identifies professional authors' styles and techniques
- ❑ Critiques a peer's writing and supports the opinion using established criteria

**Analyzes and evaluates own writing using established criteria**

- ❑ Explains strengths and weaknesses of own writing using criteria
- ❑ Selects written work for a portfolio and justifies the decision with criteria
- ❑ Provides evidence that goals have been met

**4.2 GOALS**

**Evaluates and adjusts writing goals using criteria.**

- ❑ Sets goals by comparing own writing to rubric and anchor or papers
- ❑ Writes reflection about growth in writing and creates an improvement plan
- ❑ Evaluates own use of writing process and sets goals
- ❑ Maintains a written log of goals