



Deer Valley Unified School District No. 97

Writing Application Descriptors

Grade 4



Fall, 2007

Strand 3: Writing applications**Concept 1: Expressive**

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.

Writing may be based on real or imagined events.

PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:

- a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. figurative language b. rhythm c. dialogue d. characterization e. a plot f. appropriate format

Narrative

A narrative is anything that is told or recounted. At the fourth grade level, the terms story and narrative are used interchangeably. The narrative may be about a real (non-fiction) or imagined (fiction) event. The narrative has an identifiable story line that is easy to follow and paraphrase. The narrative should have a concise beginning that identifies characters and setting and lets the reader know what the writing will be about. The middle elaborates on sequential events told in sequential order. The ending of the narrative should not be abrupt. The ending should reveal the writer's opinion or thoughts or feelings about the story that was told.

A narrative may be written in first or third person. Transition words should be used to move the narrative along in chronological order. Sensory details should be used to describe the character(s) and/or setting. Simple and compound sentences are used to enhance fluency. Appealing to the reader's feelings and emotions are important to narrative writing. A narrative may be as short as several paragraphs or as long as a novella!

Poetry

A **cinquain** follows the pattern

Line 1: Noun (one word)

Line 2: Description of Noun (two words)

Line 3: Action (three words)

Line 4: Feeling or Effect (four words)

Line 5: Synonym of the initial noun.

Quatrains have four lines and a rhyming pattern of aabb, abab, or abba.

Skit

A skit is a short play that is usually performed in a more informal setting. Skits are often funny. The written text for a skit or play is called the script. Fourth grade scripts may be based on a story the students already know. They may choose to turn a story from their Harcourt anthology into a Reader's Theater. A fourth grade script may involve topics from other content areas. (i.e., a re-enactment of the battle of Picacho Peak or a scientist trying to convince another person that an earthquake is imminent). The skit may also be a fiction story of an event or incident. The skit may be limited to a single scene and only two characters. Skits may be written as a whole class, in small groups, by pairs, or individually.

Strand 3: Writing applications**Concept 2: Expository**

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information

PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).

Expository Paragraph

An expository paragraph explains something or gives information. It includes all the facts a reader needs to understand the subject. It should include a topic sentence, relevant information, supporting details (at least 4-5) and a closing sentence. At the fourth grade level, the expository paragraph may be told from a first person or third person perspective.

Expository Essay

An expository essay explains something or gives information. When writing an expository essay, select a topic that is narrow enough to make it manageable. Write a thesis statement (or sentence) that expresses the idea of the essay clearly. Each paragraph of the essay should have a topic sentence that relates to the thesis statement. The concluding paragraph should restate the thesis statement of the essay as well as effectively closing the essay. At the fourth grade level, the expository essay may be told from a first person or third person perspective.

Summary

A summary reviews the most important points of the text. It should be brief (short). The summary should be written as much as possible in the writer's own words. It contains only the main ideas and relevant details. The summary should state the topic (subject of the text) and what the author says about the topic. A summary does not include the writer's opinions or detailed explanations, descriptions, and examples. A summary does not require a conclusion.

Newspaper Article

A newspaper article reports objectively on an important, interesting, or unusual event. A newspaper article is written in third person and should reflect no bias on the part of the reporter. The lead sentence(s) should answer who, what, when, where, and if appropriate, why and how. Information for the article should be obtained by eyewitness observation and/or interviewing an eyewitness. The body may include a quote. A newspaper article's headline serves the purpose of getting the reader's attention and conveying a lot of information in a small space. Consider using alliteration or sensationalism. Include a byline. Include appropriate illustrations or pictures.

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Concept 3: Functional Writing

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).

PO 2. Write communications, including:

- a. thank-you notes
- b. friendly letters
- c. formal letters
- d. messages
- e. invitations

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Friendly letters include:

- heading (left justified, beginning at center of paper)
- greeting or salutation (left justified)
- body (indent first word of each paragraph, left justify remaining lines in paragraph)
- closing (beginning at center of paper- lines up with heading)
- signature – usually in cursive (beginning at center of paper – lines up with heading and closing)

Envelopes:

- The return address is located in the upper left corner of the envelope.
- The recipient address begins in the middle of the envelope. The first letter of the recipient's title establishes the upper left corner of the recipient address.
- The return address as well as the recipient address should be written in ALL caps.
- All lines are left justified.
- There is no punctuation on an envelope with the exception of a dash between the Zip code and +4

Formal letters may use block form (left justified) or semi-block form.

Your Return Address {NOTE: your name goes only at the bottom}

Your City, YO [your two letter state abbreviation] zip

Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing

Address

City, ST zip

Dear Mr./Ms. Person: [note the colon]

Times have changed, and indentations for paragraphs are usually not used because it is easier not to use them. The body paragraphs should be single spaced in a business letter. But you should double space between paragraphs when your letter contains more than one paragraph.

In a second paragraph, you will want to give a specific example of how you benefited from your contact with this person. Be sure to thank him/her for his/her time and efforts on your behalf.

Sincerely yours,

{three spaces so that your signature may appear here }

Sally Student

Strand 3: Writing applications**Concept 4: Persuasive Writing**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action

PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.

Persuasive Writing

A persuasive paragraph may connect with or appeal to emotion. The topic sentence states an opinion. Details give reasons/support for your opinion and include facts, figures, and examples. A closing sentence reinforces the writer's opinion.

Strand 3: Writing applications**Concept 5: Literary Response**

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).

PO 2. Write a book report or review that identifies the:

- a. main idea
- b. character(s)
- c. setting
- d. sequence of events
- e. conflict/resolution

PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:

- a. evidence from the text
- b. personal experience
- c. comparison to other text/media

Response to Literature

A response to literature is written in first or third person. It is a personal reaction to a literary selection that includes the writer's interpretation, analysis, opinion, and/or feelings about a piece of literature and selected elements within. The response should demonstrate an understanding of the story elements of a literary selection, and, depending upon the selection, should include at least one out of three of the following: evidence from the text, personal experience, and/or a comparison to other text/media.