

## Grade 4 • Claim 2 • Writing Targets

Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

- 1a Write Brief Texts:** Write one or more paragraphs demonstrating specific **narrative** techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).  
DOK 3
- 1b Revise Brief Texts:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).  
DOK 2
- Standards:**
- W-3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W-3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W-3c** 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.
- W-3d** Provide a conclusion that follows from the narrated experiences or events.
- W-3e** Provide a conclusion that follows from the narrated experiences or events.
- 2 Compose Full Texts:** Write full **narrative** texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).  
DOK 4
- Standards:**
- W-3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W-3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W-3c** Use a variety of transitional words and phrases to manage the sequence of events.
- W-3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W-3e** Provide a conclusion that follows from the narrated experiences or events.
- W-4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Writing Targets

**3a Write Brief Texts:** Write one or more **informational/explanatory** paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

DOK 3

**3b Revise Brief Texts:** Revise one or more **informational/explanatory** paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

DOK 2

#### Standards:

**W-2a** 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.

**W-2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W-2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W-2e** Provide a concluding statement or section related to the information or explanation presented.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**4 Compose Full Texts:** Write full **informational** texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.

DOK 4

#### Standards:

**W-2a** 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.

**W-2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W-2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W-2e** Provide a concluding statement or section related to the information or explanation presented.

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

**W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- 5 Use Text Features: [Not assessed in summative assessment]** Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.  
DOK 2  
**Standards:**  
**W-2a** 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.
- 6a Write Brief Texts:** Write one or more paragraphs demonstrating ability to state an **opinion** about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.  
DOK 3
- 6b Revise Brief Texts:** Revise one or more paragraphs demonstrating ability to state **opinions** about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.  
DOK 2  
**Standards:**  
**W-1a** 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.  
**W-1b** Provide reasons that are supported by facts and details.  
**W-1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
**W-1d** Provide a concluding statement or section related to the opinion presented.  
**W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Writing Targets

- 7 Compose Full Texts:** Write full **opinion** pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.
- DOK 4
- Standards:**
- W-1a** 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.
  - W-1b** Provide reasons that are supported by facts and details.
  - W-1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - W-1d** Provide a concluding statement or section related to the opinion presented.
  - W-4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
  - W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 8 Language and Vocabulary Use:** Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
- DOK 1, 2
- Standards:**
- W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - W-3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - L-3a** Choose words and phrases to convey ideas precisely.
  - L-6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- 9 Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.
- DOK 1, 2
- Standards:**
- L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L-3b** Choose punctuation for effect.

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### Writing Targets

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**10 Technology: [Not assessed in summative assessment]** Use tools of technology to gather information, make revisions, or produce texts.

DOK 1

**Standards:**

**W-6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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