

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCR Anchor Standard:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Understanding from the Standard

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

Academic Vocabulary

- **Informative/explanatory writing***
- Facts
- Details
- Paragraph
- Purpose
- Topic
- Concluding Statement
- Organizational Structure
- Transitional Words/Phrase
- Reasons
- Point of View
- Opinion
- Conclusion

Content Elaborations

Writers establish a focused opinion on a topic and maintain it throughout their writing. The writing will start with an introduction. Writers use words and phrases to link their ideas, including the relationship between their evidence and elaborations. Writers' elaborations should include their own thoughts on how the evidence connects to their opinion. The opinion piece will end with a conclusion.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce formal writing in a style that reflects a deeper conceptual understanding of the genre (opinion, explanatory, and narrative) and its characteristics.

Question Ideas

- What is your piece about?
 - What are your reasons for writing about this?
 - How will you support your opinion?
 - Which details and facts have you included that support your opinion?
 - How is your writing organized?
- Which words or phrases help move the reader logically between your opinions to your reasons for that opinion?
 - Is the piece written in chronological order?
 - Does your conclusion restate your opinion?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. The *sample Opinion Piece: "Zoo Field Trip"* on pages 26-27 demonstrates at least the level of quality required to meet the Writing Standards for 4th grade.

Ohio's Model Curriculum Instructional Supports

Strategies: Graphic Organizers

Have students use graphic organizers to plan their writing. For example, when writing an opinion piece, students can connect opinions to their reasons. Arrows show the connection from the opinion to the reason. Students can write linking words or phrases on the arrow to connect the two. Completed graphic organizers can then be used to help write the information in paragraph form.

Resources: Forms of Writing

The following [site](#) lists multiple writing forms (including but not limited to letters, persuasive, descriptive); and provides explanations and text samples.

W.3.1 (Prior Grade Standard)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.5.1 (Future Grade Standard)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR Anchor Standard:

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Understanding from the Standard

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Academic Vocabulary

- Details
- Explanatory
- Heading
- Informative
- Paragraph
- Topic
- Concluding Statement
- Domain specific vocabulary
- Organizational Structure
- Transitional Words/Phrase
- Conclusion
- Facts
- Illustrations
- Multi-Media
- Purpose
- Quotation

Content Elaborations

Students will develop informative/explanatory writing using clear and relevant evidence from credible sources. The evidence provided should be presented logically so that writers can clarify relationships between and among ideas. In addition, fiction narrative writing should convey real or imagined situations in a detailed and well-structured sequence of events.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce formal writing in a style that reflects a deeper conceptual understanding of the genre (opinion, explanatory, and narrative) and its characteristics.

Question Ideas

- What is your topic?
 - What will be your topic sentence?
 - Are you writing to inform or explain?
 - Can you organize your ideas using a cluster web?
 - How will you finish your writing?
 - Is there another word you can use?
- Where are your examples, definitions and details?
 - What do others say about your topic?
 - Can you include a quote from the information?
 - Are there illustrations, or other media you can use as a source to make your text easier to understand?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. Examples of Grades 3-5 Informative/Explanatory writings with annotations can be found on pages 19-22 and 30-31.

Ohio's Model Curriculum Instructional Supports

Strategies: Describe it!

Start with simple descriptions. Have students describe an object in the room using as many sensory details as possible. Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. Have each student describe a favorite place, the view from his or her bedroom window or a perfect sunset. Keep the emphasis on sensory details at first. Have anchor charts visible/available with each sense and words to describe each. This activity will help with sparking ideas and getting correct spelling.

Resources: Practice Writing Prompts

The PDF contains released practice opinion and informative/explanatory [writing prompts](#) with texts and rubrics ready to use.

W.3.2 (Prior Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2 (Future Grade Standard)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCR Anchor Standard:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Understanding from the Standard

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

Academic Vocabulary

- Audience
- Character
- Conclusion
- Description
- Narrative
- Narrator
- Problem
- Sensory Details
- Sequence
- Setting
- Transition

Content Elaborations

Students will develop nonfiction narrative writing (e.g., literary journalism, historical account, biographies, memoirs, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, sequential photo essay, observation log, narrative poetry, retell, etc.) using clear and relevant evidence from credible sources. The evidence provided should be presented logically so that writers can clarify relationships between and among ideas. In addition, fiction narrative writing should convey real or imagined situations in a detailed and well-structured sequence of events.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce formal writing in a style that reflects a deeper conceptual understanding of the genre (opinion, explanatory, and narrative) and its characteristics.

Question Ideas

- | | |
|---|---|
| <ul style="list-style-type: none">• When, where and who will your story be about?• Who is telling the story?• What problem will the main character face?• How will the problem change the character? | <ul style="list-style-type: none">• Can you add more descriptions to your setting?• What actions will the characters take in response to the events in the story?• What events will lead up to your conclusion? |
|---|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix C

Appendix C: Samples of Students Writing: Includes writing samples that have been annotated to illustrate the criteria required to meet the Ohio's Learning Standards for particular types of writing. The *sample Narrative Piece: "Glowing Shoes"* on pages 28-29 demonstrates at least the level of quality required to meet the Writing Standards for 4th grade.

Ohio's Model Curriculum Instructional Supports

Strategies: Narrative Nonfiction Writing

Non-fiction narrative writing is considered a "bridge" to teaching students how to make the transition to informational and explanatory writing. "[Narrative Nonfiction: Diving Into Information Writing](#)" offers assistance and instructional strategies and will guide teachers in how to teach nonfiction narrative writing correctly.

Resources: Language Support for Diverse Learners

Students with barriers to language may benefit from first having some examples of narrative pieces with portions of the writing missing. They could fill in the missing information, such as linking words and phrases, and dialogue. These could serve as an alternative activity for students who need more scaffolding initially.

W.3.3 (Prior Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3 (Future Grade Standard)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.4

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

CCR Anchor Standard:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Understanding

- Produce writing that is clear and understandable to the reader.
- Reflect the task and purpose in the organization and development of a topic.
- Know how to write in a logical, sequential manner.
- Know how to choose words so that meaning is clear.
- Recognize and use organizational structures such as: chronological order, cause and effect, etc.
- Know the reason for writing
- Know audience for writing
- Understand the writing task: to research, to persuade, to inform etc.

Academic Vocabulary

- Purpose
- Audience
- Reflect
- Task
- Glossary
- Footnote
- Digital
- Context Clues
- Order
- Chronological Order

Content Elaborations

Writers apply a multi-stage, reflective process that requires planning, drafting, revising, editing, and publishing. Writers are able to determine a writing genre (opinion, informative/explanatory, or narrative) necessary for a specific task, purpose, and audience. Writers will develop and organize their writing to establish a clear focus.

Next Grade Level Progression Statement

In the next grade, students are expected to continue development of a cohesive writing style that reflects the full range of the writing process and show authentic, independent, or collaborative use of technology to enhance and extend that writing.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none">• Who will be reading your writing?• Are you writing to tell a story or to help someone learn more about ...?• Who is your audience? What do they know?• How will you organize your writing?• Is there a thinking map you can use to help you organize your ideas? | <ul style="list-style-type: none">• Is there information you need to include? Where will you add that information?• Does this need to be longer?• How can you add another paragraph telling about ____?• Do you think your reader will understand what you are trying to say?• Did you write what you meant to say? |
|--|---|

Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: Keeping it Real

Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development. Students learn to write with their audience in mind by writing for authentic purposes. A student could craft a letter to a family member giving reasons for and describing why this person is important to her/him.

Resources: Using Technology in Standards-based Instruction

[The guide](#) will help get technology started with the writing processes. It has suggestions for one computer in a room to multiple computers in a classroom. There are many hyperlinks to use.

W.3.4 (Prior Grade Standard)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.5.4 (Future Grade Standard)

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

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.5

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

CCR Anchor Standard:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Understanding

- Develop revising and editing skills.
- Change word choice and sentence structure in their writing.
- Use brainstorming, webs, or clusters to help generate ideas for writing.
- Seek and respond to suggestions from peers about what has been written.
- Understand and use grammar and spelling conventions.
- Edit for word usage and choice to strengthen details.
- Seek guidance from peers to help add precise language/ideas to the writing.

Academic Vocabulary

- **Edit***
- Revise
- Organize
- Task
- Conference
- Grammar
- Punctuation
- Error
- Format
- Develop
- Draft

Content Elaborations

Writers apply a multi-stage, reflective process that requires planning, drafting, revising, editing, and publishing. Writers are able to determine a writing genre (opinion, informative/explanatory, or narrative) necessary for a specific task, purpose, and audience. Writers will develop and organize their writing to establish a clear focus.

The stages in the writing process should consist of planning, drafting, revising (revisions of the text that clarify the intended meaning and enhances the word choice, ideas, and details), editing (text should include appropriate capitalization, punctuation, grammar, and spelling) and publishing.

Next Grade Level Progression Statement

In the next grade, students are expected to continue development of a cohesive writing style that reflects the full range of the writing process and show authentic, independent, or collaborative use of technology to enhance and extend that writing.

Question Ideas

- What will you use to help organize your ideas?
- Can you create a graphic organizer/thinking map to help you sequence your ideas/events?
- Can you re-write this so that the ideas/details are clearer?
- Have you completed your first draft?
- Have you asked your partner/group to give you feedback about what you have written so far?
- Is there a better way you could start/end your writing?
- What is your topic sentence?
- Have you used your editing/proofreading checklist to help you make any changes?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: The ARRR Method of Revision

Encourage student writers to ask the following questions about their expository writing. Use the letters ARRR to remind students of the process.

- Adding- What else does the reader need to know?
- Rearranging- Is the information in the most effective order?
- Removing- What extra details are included in this piece of writing/what can go away?
- Replacing- What words or details could be replaced by clearer or stronger ones?

<http://www.eftasks.org/public/files/fcc90a4153ced83e0bd9ac64ce0784ef.pdf>

Resources: Essay Map Online Tool

[This resource](#) can be used to help students organize multiple pieces of writing online.

W.3.5 (Prior Grade Standard)

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

W.5.5 (Future Grade Standard)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.6

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, while demonstrating sufficient command of keyboarding skills.

CCR Anchor Standard:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Understanding

- Have a working knowledge of keyboards and word processing
- Be familiar with Internet tools such as: search engines, online dictionaries, thesaurus, spell check and grammar check.
- Use programs such as PowerPoint, Publisher, and Word, to create written documents.
- Work collaboratively to complete a written project/document.
- Know how to use formatting functions such as: setting margins, spacing, capitalizing, and page orientation.

Academic Vocabulary

- Publish
- Collaborate
- Digital
- Task
- Font
- Menu
- Keyboarding

Content Elaborations

The appropriate use of technology, including the Internet, in producing and publishing writing is important during this grade level. Writers will collaborate with peers and adults throughout the writing process, as they work toward the publication of writing. Writers will increase their familiarity with keyboarding skills through practice in the context of each writing task.

Next Grade Level Progression Statement

In the next grade, students are expected to continue development of a cohesive writing style that reflects the full range of the writing process and show authentic, independent, or collaborative use of technology to enhance and extend that writing.

Question Ideas

- Will you save your document, or are you ready to print?
- Have you used the spell checker to help you edit your writing?
- What online sources might you use to help write your paper?
- How did your group divide the responsibilities so that you all contributed to completing the project?
- What technology can you use to present your information?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: Read All About It!

Students collaborate to create, publish, and market a [classroom digital newspaper](#). Have students research the types of articles included in a real newspaper and the styles in which they are written. Students can incorporate how-to writing, persuasive pieces, and informative articles in their newspaper. Invite a local journalist in to talk about putting together expository writing.

Resources: Assistive Technology for Diverse Learners: What It Is and How It Works

[Assistive technology \(AT\)](#) can be an effective accommodation. Understanding what AT is and how it works is the first step toward finding the right tools for your child. There are many kinds of AT that help kids with learning and attention issues. These tools can help them work around their challenges while playing to their strengths. This helps them become more successful, productive students. At the same time, their confidence and independence can grow.

W.3.6 (Prior Grade Standard)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

W.5.6 (Future Grade Standard)

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, while demonstrating sufficient command of keyboarding.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCR Anchor Standard:

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Understanding

- Know how to use reference materials such as: encyclopedias, atlas, search engines or databases.
- Know how to select a topic that can be researched.
- Be able to use keywords when searching for a topic.
- Be familiar with the organizational structures used when writing a research project.
- Realize that there are various perspectives on the same topic.
- Know how to cite all sources.
- Use graphic organizers or thinking maps to move through the research project logically.

Academic Vocabulary

- Research
- Explore
- Topic
- Investigate
- Demonstrate
- Perspective
- Cite
- Sources

Content Elaborations

Writers will conduct short research projects on a topic. They will collect and categorize information from multiple sources (including but not limited to media, interviews, surveys, and observations) to gather relevant evidence and details. Writers will exclude evidence that does not support the inquiry, as well as evaluate the information for accuracy, credibility, and reliability. Writers will provide a list of sources to appropriately support their research.

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct short research projects from a source, recall information from experiences or gather information from print or digital sources, categorize it and provide a list of their sources. This is the first step toward using a citation style in later grades. Students used the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Question Ideas

- What will your project be about?
 - How can you narrow your topic?
 - What sources will you use to present information?
 - What online sources might you use?
 - Do you think someone else might have a different point of view?
- What do you think your readers will learn after they have read your report?
 - How will you organize your information?
 - How will you keep track of the sources you use?

Ohio's Learning Standards for English Language Arts Supports: Appendix C

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Ohio's Model Curriculum Instructional Supports

Strategies: Conduct a Short Research Project

As a class, develop a "Teacher Survey" (using an electronic media such as Google Forms) to distribute to the teachers in the building. Students work in small groups to craft at least 2 questions they want to teachers to answer. Ask your building teachers to take the survey, and then analyze the results as a class.

Resources: Writing Research Resources

[This resource](#) provides teachers lesson plans for writing research projects. Graphic organizers, lesson plans, and differentiated resources are included.

W.3.7 (Prior Grade Standard)

Conduct short research projects that build knowledge about a topic.

W.5.7 (Future Grade Standard)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.8

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.

CCR Anchor Standard:

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

Essential Understanding

- Locate information from print and digital sources as well as integrate information from their own experiences.
- Take notes and organize their information into categories and list the sources they used.
- Know how to cite both digital and print sources.
- Know how to organize the information logically.
- Know how to organize the information by categories.
- After reading and gathering information, convey the information in their own words.

Academic Vocabulary

- Organize
- Digital
- Categorize
- Information
- Note-Taking
- Quotations
- Recall

Content Elaborations

Writers will conduct short research projects on a topic. They will collect and categorize information from multiple sources (including but not limited to media, interviews, surveys, and observations) to gather relevant evidence and details. Writers will exclude evidence that does not support the inquiry, as well as evaluate the information for accuracy, credibility, and reliability. Writers will provide a list of sources to appropriately support their research.

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct short research projects from a source, recall information from experiences or gather information from print or digital sources, categorize it and provide a list of their sources. This is the first step toward using a citation style in later grades. Students used the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Question Ideas

- Ask yourself, "How does this support my topic?"
- How is this information important to your research?
- How will you include this information in your report?
- How will you keep track of the information that you have looked at and the information that you have used?
- Where can you get information on how to cite the sources you used?
- How can you say that using your own words?
- What do you need to do if you are using the author's words?
- How will you keep your notes organized?
- How will you categorize the information you find?

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Ohio's Model Curriculum Instructional Supports

Strategies: Underline and Write More

Once students have added support from the text to their paragraphs, they use the *Underline and Write More* strategy to include precise language and concrete details. Students reread it to find a word or phrase you can tell more about. Once you find that word(s), underline it. Then they elaborate using a definition, description, sensory detail, interesting example, etc. to elaborate on or clarify their supporting detail. Have a list of suggested "sentence starters" to use when asking students to "write more".

Resources: Explor-a-Tree

This site provides students with [multiple interactive graphic organizers](#) designed to stimulate and organize their thinking processes. It is especially useful as students begin a research project.

W.4.8 (Prior Grade Standard)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.5.8 (Future Grade Standard)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR Anchor Standard:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Understanding from the Standard

- a. 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).
- b. Explain how an author uses reasons and evidence to support particular points in a text.
 - Refer to the text when drawing conclusions as well as when answering directly stated questions.
 - Determine a theme and expand this work to other genres.
 - Refer to the text to describe various story elements.
 - Explanation about how an author uses proof to support a point in the text.

Academic Vocabulary

- Reflect
- Character
- Setting
- Drama
- Details
- Analyze
- Literary

Content Elaborations

Writers use relevant information to support their analysis, reflection, and research. They provide an elaboration on how the author's words support their response.

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct short research projects from a source, recall information from experiences or gather information from print or digital sources, categorize it and provide a list of their sources. This is the first step toward using a citation style in later grades. Students used the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Question Ideas

- After reading or researching _____ (literary or informational text/s), write _____ (product) in which you explain your reasons _____ (content).
- After reading or researching _____ (literary or informational text/s), write _____ (product) in which you describe _____ (content).
- After researching _____ (informational text/s), write _____ (product) in which you describe _____ (content).

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Ohio’s Model Curriculum Instructional Supports

Strategies: List Group Label

The [list-group-label](#) strategy is a way to brainstorm ideas or a question for a short research project (use books, magazines or the Internet for ideas). Take brief notes from sources. Sort the evidence into categories using the list, group, label strategy. Categorizing through grouping and labeling helps students organize new concepts in relation to previously learned concepts.

Resources: Lesson Plan: Looking at Landmarks Research Project

A picture book will provide the inspiration to begin a [research project on famous landmarks](#). Students will research a landmark. They can write an informative essay or use the online tool to create a flipbook with their information.

1. Teach students how to take two column notes when researching, to help students with organizational needs.
2. Provide a list of adjectives/descriptions students can choose to include for characters, setting, etc. This will allow students who have not mastered spelling to incorporate more varied vocabulary.

W.3.9 (Prior Grade Standard)

Begins in grade 4

W.5.9 (Future Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Writing

Grade 4

W.4.10

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.

CCR Anchor Standard:

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 tasks, purposes, and audiences.

Essential Understanding

- Produce numerous pieces of writing over various time frames.
- Allow time for reflection and revision.
- Reflect the task and purpose in the organization and development of a topic related to the content area for which they are writing about.
- Know how to research a topic using various sources.
- Generate questions to continue to write on the topic for an extended amount of time.
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion

Academic Vocabulary

- Discipline
- Task
- Purpose
- Audience
- Research
- Reflect
- Organize

Content Elaborations

Effective writers build their skills by practicing a Range of Writing. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, writers must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next Grade Level Progression Statement

In the next grade level, students are expected to 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 tasks, purposes and audiences.

Question Ideas

- What will you write about?
- You will have ____ minutes to write about ____.

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Ohio's Model Curriculum Instructional Supports

Strategies: On-Demand Writing Words

Provide opportunities for students to work with direction or command words that are often included in on-demand writing prompts. Teach the direction words as students are developmentally and academically ready to tackle the tasks associated with them.

- Describe means to show the characteristics of the subject to the reader using visual or sensory details.
- Explain means to make something clear or easy to understand.
- Discuss means to provide information about all sides of a subject.
- Compare means to show how things are the same; contrast means to show how things are different.
- Analyze means to break apart the subject and explain each part.
- Persuade means to convince the reader of an argument or claim.
- Justify means to give reasons, based upon established rules, to support an argument.
- Evaluate means to make a judgment about the good and bad points of a subject.

Resources: Wilhelm, Jeffrey D. Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions.

Includes lessons, strategies, and questioning methods to incorporate inquiry into classroom practice.

W.3.10 (Prior Grade Standard)

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.

W.4.10 (Future Grade Standard)

Draw evidence from literary or informational texts to support analysis, reflection, and research.