

Writing (Level 4)**Text Types and Purposes**

<i>Student Goal:</i>	<i>What it looks like:</i>
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Students at Level 4 should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, students at Level need to be able to choose facts, definitions, and details to use within their writing that clarify their thinking about a topic.</p> <p>Students at Level 4 are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together.</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>Students at Level 4 write informative/explanatory pieces as well. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Students at Level 4 write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization	With assistance, students at Level 4 are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should
---	--

are appropriate to task and purpose. (Level-specific expectations for writing types are defined in goals 1–3 above.)	be reflected in the student’s organization and development of a topic.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).
6. 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.	Students at Level 4 are developing strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Students are required to use keyboarding skills to publish their writing.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	Students at Level 4 are required to expand upon the shared research experience at Level 3 by researching a topic on their own. At level 4, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	At this level, students are gathering information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes. Students at Level 4 need to know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources. Items such as, graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.
9. (Begins at Level 5)	
Range of Writing	
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	Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.