

4.W.1.1 Students can **express** ideas, personal thoughts, and observations in response to literature.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Include sensory details
- Support judgments through references to both the text and prior knowledge
- Ask a central question about an issue or situation
- Use details to support the facts on the topic
- Use books, newspapers, media sources, and Internet to gain information
- Write summaries that contain the main ideas and supporting details
- Use varied word choices to make writing interesting

Verbs Defined:

- Express – tell in writing

Key Terms Defined:

Teacher Speak:

Students can express (tell in writing) ideas, personal thoughts, and observations in response to literature.

Student Speak:

I can tell in writing (express) ideas, personal thoughts, and observations in response to literature.

Possible resources/references:

Guide to Writing 3-5, Lucy Calkins, 2006

4.W.1.2 Students can **create** sentences using words that describe, explain, or provide additional details and connections.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Provide details and transitions to link sentences
- Create sentences utilizing thesaurus and dictionary for word choice

Verbs Defined:

- Create – write

Key Terms Defined:

- Connections – word associations

Teacher Speak:

Students can create (write) sentences using words that describe, explain, or provide additional details and connections (word associations).

Student Speak:

I can write (create) sentences using words that describe, explain, or provide additional details and word associations (connections).

Possible resources/references:

Thesaurus

Dictionary

Guide to Writing 3-5, Lucy Calkins, 2006

6+1 Writing Traits

4.W.1.3 Students can **compose** a paragraph with a topic sentence, supporting details, and a conclusion.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Write a variety of paragraphs for a specific audience

Verbs Defined:

- Compose – write

Key Terms Defined:

- Topic sentence – idea the paragraph develops
- Supporting details – ideas that support topic sentence
- Conclusion – restatement of topic

Teacher Speak:

Students can compose (write) a paragraph with a topic sentence (idea the paragraph develops), supporting details (ideas that support topic sentence), and a conclusion (restatement of topic).

Student Speak:

I can write (compose) a paragraph with an idea the paragraph develops (topic sentence), ideas that support the topic sentence (supporting details), and a restatement of the topic (conclusion).

Possible resources/references:

Writing Workshop; The Essential Guide, Ralph Fletcher & JoAnn Portalupi, Heinemann, Portsmouth, 2001.

“Writing the No-Time Narrative”, *Craft Lessons; Teaching Writing K-8*, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998

“Using Sensory Details”, *Craft Lessons; Teaching Writing K-8*, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998

Nonfiction Craft Lessons, Ralph Fletcher & Joann Portalupi, Stenhouse Publishers, York Maine, 1998

Guide to Writing 3-5, Lucy Calkins, 2006

6+1 Writing Traits

4.W.2.1 Students can **capitalize** names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Blooms Level: Application

Learning targets to meet this standard:

- Identify proper nouns

Verbs Defined:

- Capitalize – use upper-case letters

Key Terms Defined:

Teacher Speak:

Students can capitalize (use upper-case letters) names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Student Speak:

I can use upper-case letters (capitalize) names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

Possible resources/references:

Essentials of English Fifth Edition, Hopper, Gale, Foote, and Griffith, Barron's, 2000.

4.W.2.2 Students can **identify** and **incorporate** nouns in the writing process.

Blooms Level: Application

Learning targets to meet this standard:

- Use various types of nouns – singular, plural, common, proper, collective and possessive

Verbs Defined:

- Identify – recognize
- Incorporate - use

Key Terms Defined:

- Nouns– persons, places, things, or ideas
- Writing process – prewriting, drafting, revising, editing, and publishing

Teacher Speak:

Students can identify (recognize) and incorporate (use) nouns (persons, places, things, or ideas) in the writing process (prewriting, drafting, revising, editing, and publishing).

Student Speak:

I can recognize (identify) and use (incorporate) persons, places, things or ideas (nouns) in prewriting, drafting, revising, editing and publishing (writing process).

Possible resources/references:

Essentials of English Fifth Edition, Hopper, Gale, Foote, and Griffith, Barron's, 2000.