Grade 4—Writing Strand

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Grade 4—Writing Strand

Common Core Stds	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short A nswer, Why ?	Conventions	
 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 	•	•	•	•			•	•		•	•	•			٠	
c. Use temporal words and phrases to signal event order.				\bullet			lacksquare		\bullet		lacksquare	\bullet	\bullet	\bullet		
d. Provide a sense of closure.				\bullet					\bullet		ullet		\bullet			
Production and Distribution of Writing																
 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	•	•	•	•		•	•	•		•	•	•	•	•	•	
 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	•	•	•			•										
 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others. 					•										•	
Research to Build and Present Knowledge																
 Conduct short research projects that build knowledge about a topic. 		•	lacksquare						\bullet		lacksquare		\bullet			
 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 		•	•					•							•	
 Draw evidence from literary or informational texts to support analysis, reflection, and research. 			•	•									•	•		
a. Apply grade 4 Reading standards to literature (e.g., "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].").	•	•	•	•	•			•	•		•	•		•	•	

Alignment of Writing Strategies with Common Core Standards

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Grade 4—Writing Strand

Strategies	ial Questions fy / Restate		ering	Metacognition	Morphology	tic	ante	nce Expansion	Defining Format	Somebody, Wanted, But, So, Then	live	Venn Diagram	S: Personal, atory, Persuasive	on, Short A nswer,	Conventions	
Common Core Stds	Essential Identify	A-Z	Clustering	Metac	Morph	Acrostic	Diamante	Sentence	Defini	Some But, S	Narrative	Venn	Essays: Explanatory	Question, Why?	Conve	
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	•	•			•			•	•		•	•	•		•	
Range of Writing																
 Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences. 												•				

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al Questions fy / Restate		ring	ognition	ology	.0	nte	nce Expansion	ng Format	oody, Wanted, o, Then	Ņē	Diagram	S: Personal, Itory, Persuasive	ın, Short A nswer,	intions		
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Alignment of Writing Strategies with Common Core Standards

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c. Use temporal words and phrases to signal event roted. d. Production and Distribution of Writing 4. With guidence and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific constraints) and specific constraints of the development and organization in the development and organizat		Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short A nswer, Why ?	Conventions	
Production and Distribution of Witting 4		•															
4. With guidance and support fom adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) S. With guidance and support from peers and adults, develop and strangthen writing as needed by planning, revising, and editing. S. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others. Research to Build and Present Knowledge S. Collaborate with others. Research to Build and present knowledge S. Revelopment should be based by the boxet of the state of the	d. Provide a sense of closure.											\bullet				igodot	
 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interead 8. collaborate with others. 7. Conduct short hores. 8. Rescall information from experiences or gather information from experiences or gather information from experiences or gather information from experiences in gather information from there, settings, or wrone character's the bair of constat to support analysis, reflection, and research. 9. Draw widence from Iterary or informational texts to support analysis, reflection, and cressert. 9. Apply grade 5 Reading standards to liferards to liferards to support analysis, reflection, and cressert. 9. Apply grade 5 Reading standards to liferards (e.g., "Compare and contrast two characters interact?). 10. Apply grade 5 Reading standards to liferards to liferards (e.g., "Compare and contrast two characters interact?). 10. Apply grade 5 Reading standards to liferards to liferards (e.g., "Compare and contrast two characters interact?). 11. Apply grade 5 Reading standards to liferards to liferards to liferards (e.g., "Compare and contrast two characters interact?). 12. Apply grade 5 Reading standards to liferards to liferards (e.g., "Compare and contrast two characters interact?). 13. Apply grade 5 Reading standards to liferards to liferards (e.g., "Compare and contrast two characters interact?). 14. Apply grade 5 Reading standards to liferards to liferards to liferare	Production and Distribution of Writing																
develop and strengthen writing as needed by planning, revising, and editing. Image: Construction of the strengthen writing (using keyboarding skills) as well as to interact & collaborate with others. Image: Construction of the strengthen writing (using keyboarding skills) as well as to interact & collaborate with others. Research to Build and Present Knowledge Image: Construction of the strengthen writing (using keyboarding skills) as well as to interact & collaborate with others. Image: Construction of the strengthen writing (using keyboarding skills) as well as to interact & collaborate with others. Research to Build and Present Knowledge Image: Construction of the strengthen writing (using keyboarding skills) as well as to interact & collaborate with others. Image: Construction of the strengthen writing (using keyboarding skills) as well as to interact & collaborate with others. Research to Build and Present Knowledge Image: Construction of the strengthen writing (using keyboarding strengthen str	4.With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade- specific expectations for writing types are defined in standards 1–3 above.)	•	•	•	•	•	•	•	•	•	•		•	•	•		
 technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others. Research to Build and Present Knowledge 7. Conduct short research projects that build normational texts to support and store into provided categories. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 9. Pray evidence form literary or informational texts to support analysis, reflection, and research to guild and present from grand and and the text [e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]). b. Apply grade 5 Reading standards to information itexts (e.g., "Explain how 	develop and strengthen writing as needed by planning, revising, and editing.	•	•				•		•	•	•	lacksquare	•	ullet	•	ullet	
7. Conduct short research projects that build knowledge about a topic. Image: Constraint of the search projects that build knowledge about a topic. Image: Constraint of the search projects that build sources; take brief information from print and digital sources; take brief index on sources and sort evidence into provided categories. Image: Constraint of the search provided categories. Image: Constraint of the search provided categories. Image: Constraint of the search provided	technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	•	•			•	•				•	•		•		•	
knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literatry, compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how																	
information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9.Draw evidence from literary or informational texts to support analysis, reflection, and research. • • •																\bullet	
to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how	information from print and digital sources; take brief notes on sources and sort evidence into provided	•	•	•	•	•										•	
literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Apply grade 5 Reading standards to informational texts (e.g., "Explain how Image: Standards to stand																\bullet	
informational texts (e.g., "Explain how	literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how	•	•	•	•				•	•			•		•		
an addition uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Image: Comparison of the text of the text of tex of text of text of tex of tex of text of tex of tex of text of t	informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	•	•	•	•	•			•	•			•	•	•	•	

Grade 5—Writing Strand

Strategies	Questions / Restate		ß	nition	ógy		Ø	e Expansion	Format	dy, W anted, Then		Diagram	Personal, y, Persuasive	Short A nswer,	Suo	
Common Core Stds	Essential (Identify	A-Z	Clustering	Metacogr	Morphology	Acrostic	Diamante	Sentence	Defining	Somebody, But, So, The	Narrative	Venn Dia	Essays: Explanator	Question, Why?	Convention	
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	•	•		•		•	•	•	•	•	•	•		•		

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Strategies	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions	
Text Types and Purposes																
1.Write opinion pieces on topics or texts, supporting a point of view with reasons.																
 Introduce the topic or text they are writing about, state an opinion, & create an organizational structure that lists reasons. 		•		•												
 Provide reasons that support the opinion. 																
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.								•								
d. Provide a concluding statement or section.																
2.Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																
 a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 		•		•				•						••		
b. Develop the topic with facts, definitions, and details.																[
 Use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information. 				•				•								
 Provide a concluding statement or section. 																
 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 																
 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 								•			•					
 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 		•		•				•		•	•					

Strategies	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short A nswer, Why?	Conventions	
c. Use temporal words and phrases to signal event order.					lacksquare						\bullet		\bullet		\bullet	
d. Provide a sense of closure.					\bullet						\bullet				\bullet	
Production and Distribution of Writing																
4.With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade- specific expectations for writing types are defined in standards 1–3 above.)	•	•	•	•	•	•	•	•		•		•	•	•	•	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	•		•	•				•		•		•	•	•		
6.With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	•				•										•	
Research to Build and Present Knowledge																
7.Conduct short research projects that build knowledge about a topic.																
8.Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	•	•			•										•	
9.Draw evidence from literary or informational texts to support analysis, reflection, and research.		\bullet			ullet			\bullet				\bullet	lacksquare	\bullet	ullet	
 Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). 	•	•	•	•								•			•	
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace & evaluate the argument & specific claims in a text, distinguishing claims that are supported by reasons & evidence from claims that are not").	•	•	•	•	•							•			•	

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Grade 6—Writing Strand

Strategies	Essential Questions Identify / Restate	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	Somebody, Wanted, But, So, Then	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short A nswer, Why?	Conventions	
Range of Writing																
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	•		•	•		•	•	•		•	٠	•	•		•	