

PSST: W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support their writer’s purpose Provide reasons that are supported by facts and details Link opinion and reasons using words and phrases (for instance, in order to, in addition) Provide a concluding statement or section related to the opinion presented 		SUBJECT: Writing	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	Revises opinion pieces to persuade a chosen audience.	Students revise their opinion writings by adding persuasive language to attempt to sway a chosen audience to their side.	Final Draft Rough Draft Planning & Graphic Organizers Journals
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support their writer’s purpose Provide reasons that are supported by facts and details Link opinion and reasons using words and phrases (for instance, in order to, in addition) Provide a concluding statement or section related to the opinion presented 		Final Draft Rough Draft Planning & Graphic Organizers Journals
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Prerequisites:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Topic, text, opinion, purpose, organize, reasons, facts, details, support, concluding statement <p>The student will be able to :</p> <ol style="list-style-type: none"> differentiate between statement of facts and opinions state and support an opinion using a teacher-provided template or graphic organizer 	<p>Complete graphic organizer. Create an outline.</p> <p>Fact or opinion worksheets.</p> <p>Practice using starter sentences: “I think...; I believe,.. I concur...”</p>	<p>Planning & Graphic Organizers Journals Worksheets</p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST:W.4.2 Write an informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also because). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 		SUBJECT: Writing	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	Write informative/explanatory texts to examine a topic and conveys ideas and information clearly using multiple resources and includes all required components. Create and present (PowerPoint, GoogleSlides, Poster board, etc) a topic on their written piece.	Presentations	Final Draft Rough Draft Planning & Graphic Organizers Journals
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also because). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	Students complete “how to” writings, explaining common procedures.	Final Draft Rough Draft Planning & Graphic Organizers Journals
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	<p>Prerequisites:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Formatting, heading, illustrations, multimedia, topic, facts, definitions, concrete details, quotations, precise language, informative, explanatory, citations, plagiarism, resources <p>The student will:</p> <ul style="list-style-type: none"> ● write an informative/explanatory piece using a teacher-provided template or graphic organizer ● identify details related to a topic ● differentiate between fact and opinion 		<p>Planning & Graphic Organizers Journals Worksheets</p>
1.5	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>		
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
0.5	<p>With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>		
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

PSST: W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or character; organize an event sequence that unfolds naturally Use dialogue and description to develop experiences and events or show the responses of characters to situations Use a variety of transitional words or phrases to manage the sequence of events Use concrete words and phrases and sensory details to convey experiences and events precisely Provide a conclusion that follows from the narrated experiences or events 		SUBJECT: Writing	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	Create a play or comic strip in narrative form using various formats such as paper, digital format, etc.		Final Draft Rough Draft Planning & Graphic Organizers Journals
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or character; organize an event sequence that unfolds naturally Use dialogue and description to develop experiences and events or show the responses of characters to situations Use a variety of transitional words or phrases to manage the sequence of events Use concrete words and phrases and sensory details to convey experiences and events precisely Provide a conclusion that follows from the narrated experiences or events 	Write a story about what happened at recess being sure to use: <ul style="list-style-type: none"> - beginning, middle, and end - more than one character - dialogue - sensory details 	Final Draft Rough Draft Planning & Graphic Organizers Journals
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	<p>Prerequisites:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Character, concrete words, convey, dialogue, sequence, event, problem, solution, narrative, narrator, response, sensory details <p>The student will:</p> <ul style="list-style-type: none"> • Write narrative pieces using a teacher-provided template or graphic organizer • Identify examples of transitional words and phrases 		<p>Planning & Graphic Organizers Journals Worksheets</p>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		