

**AMHERST PUBLIC SCHOOLS**  
**4<sup>TH</sup> GRADE ELEMENTS OF QUALITY WRITING**

	FOCUS	STRUCTURE	ELABORATION	STYLE	CONVENTIONS
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<p><b>Curriculum Units:</b></p>	<p><b>Generates</b> ideas for writing.  <b>Decides</b> on purpose and begins to make writing decisions based on big idea of the piece.</p> <p><i>*What is my big idea?</i></p> <p><i>*How can I angle my piece to get my idea across?</i></p> <p><i>*How can I use all the elements of writing to most effectively convey my idea?</i></p>	<p><b>Purposefully uses</b> knowledge of genre to provide writer with organization and ability to choose amongst various structural elements depending on audience, mood and intention.</p> <p><i>*How should I organize my piece?</i></p> <p><i>*How can I use what I know about this genre to organize my piece?</i></p> <p><i>*How can I use a mentor text to organize my piece?</i></p>	<p><b>Selects</b> from amongst strategies to expand imagery, extend thinking and include details to weight the important parts.</p> <p><i>*How can I use different writing strategies to focus on the most important part or heart of my story?</i></p> <p><i>*Am I creating images in my reader's mind?</i></p> <p><i>*How can I use details to support my assertion?</i></p>	<p><b>Begins to use</b> rhythm of language and word choice to establish a relationship with the audience.</p> <p><i>*How can I use word choice to develop my ideas?</i></p> <p><i>*Have I shown or told something about my thoughts, feelings, or reactions?</i></p> <p><i>*Have I varied the length of my sentences to support my purpose?</i></p>	<p><b>Uses</b> grade appropriate spelling along with knowledge of creating and punctuating compound and complex sentences to enhance the meaning of text.</p> <p><i>*Have I meaningfully organized my piece into paragraphs?</i></p> <p><i>*Does my spelling show understanding of patterns?</i></p> <p><i>*Have I edited for end punctuation, capital letters and legible handwriting?</i></p>
<p><b>Unit 1:</b></p> <p><b>Launching the Writing Workshop</b></p> <p><b>Personal Narrative</b></p> <p><b>Maintains</b> attitude towards writing and engages with the writing community.</p> <p><b>Follows</b> routines for Writing Workshop.</p> <p><b>Produces</b> baseline writing for assessment.</p>	<p><b>Analyzes</b> the genre of personal narrative by reading, listening to, and discovering writer's craft used in mentor texts and published personal narratives.</p> <p><b>Recognizes</b> that small events in daily life can become interesting writing topics.</p>	<p><b>Rehearses</b> for planning and drafting by:</p> <ul style="list-style-type: none"> <li>-making a movie of the mind to relive the experience</li> <li>-telling the story orally using dialogue and action</li> <li>-sketching pictures across the pages of the Writer's Notebook and adding important sentences or phrases</li> <li>-creating a timeline that shows several points in the story</li> </ul> <p><b>Reviews</b> the timeline scene by scene to determine a key scene for the lead.</p>	<p><b>Writes</b> a step by step account of the action in a scene.</p> <p><b>Uses</b> dialogue and sequenced action to show what happened and how it happened.</p> <p><b>Includes</b> the 5 senses and feelings, to describe people, place, and events.</p> <p><b>Uses</b> time sequence words to help the reader follow the story across time</p> <ul style="list-style-type: none"> <li>-early, later</li> <li>-at first, finally</li> <li>-meanwhile, later</li> </ul>	<p><b>Writes</b> in 1<sup>st</sup> person narrative.</p> <p><b>Includes</b> words and phrases that paint a vivid picture.</p> <p><b>Uses</b> language appropriate for intended audience.</p> <p><b>Incorporates</b> powerful verbs to describe action.</p> <p><b>Clearly</b> conveys the feelings that made the moment memorable</p>	<p><b>Consistently uses</b> end punctuation.</p> <p><b>Uses</b> capitalization for sentence beginnings and proper nouns appropriately.</p> <p><b>Learns</b> to use quotation marks and commas appropriately when including dialogue.</p> <p><b>Recognizes</b> and works to correct misspelled words.</p> <p><b>Maintains</b> mastery of third grade high frequency words and takes responsibility for consistently spelling them correctly.</p>

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<p><b>Uses and develops understanding</b> of significance of Writer’s Notebook to a writer.</p> <p><b>Keeps</b> writing materials organized.</p>	<p><b>Uses teacher modeled</b> strategies for generating ideas:            -draws pictures            -thinks of an important person, place or thing and writes a related story            -starts with a strong feeling and writes a story about a time that feeling was experienced</p> <p><b>Narrows</b> the focus to a small moment story rather than trying to tell an entire event.</p> <p><b>Decides</b> which story idea is the most important to tell and clarifies the personal focus for it.</p> <p><b>Practices</b> oral story telling as a way of experimenting with craft techniques.</p> <p><b>Observes</b> and refers to teacher modeled writing as a guide for learning specific crafting techniques.</p> <p><b>Writes</b> a notebook entry about the big idea of the piece to clarify intent and personal meaning.</p> <p><b>Builds</b> stamina by setting time goals to expand how long and how much a writer can do:</p>	<p><b>Uses</b> learned strategies or independently refers to strategy charts to create a variety of leads:            -dialogue            -small action close to the important part            -description</p> <p><b>Drafts</b> piece in one sitting:            -writes quickly to get the story down            -allows the story to tell itself to avoid focus on conventions</p> <p><b>Locates</b> the most important part of the story (the heart) and marks that place in the draft.</p> <p><b>Uses</b> learned strategies or independently refers to strategy charts to create a variety of closings:            -connecting back to the importance of the beginning of the story            -reflecting on the event            -ending with a strong feeling</p>	<p><b>Elaborates</b> upon a scene by:            -describing character actions that reveal feelings by using <i>show don’t tell</i> strategies            -adding dialogue that reveals important information about characters            -adding important elements of the setting to anchor the reader</p> <p><b>Freezes</b> time and inserts a memory or a day dream.</p> <p><b>Weights</b> the heart of the story by:            -writing in a detailed step by step fashion            -adding dialogue            -telling internal feelings and thoughts</p>		<p><b>Maintains</b> left and right margins to align writing.</p> <p><b>Uses</b> paragraphs appropriately:            -for new person speaking            -for new setting            -for new scene</p>
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	<p>-early fall students write independently for 15 minutes</p> <p>-midyear work to a goal of 30 minutes</p> <p>-by June students maintain focus for 40 minutes</p>				
<p><b>Unit 2:</b></p> <p><b>Personal Essay</b></p>	<p><b>Explores</b> the genre of personal essay by reading and listening to mentor texts and published personal essays.</p> <p><b>Uses</b> strategies for generating and defining ideas:</p> <p>-reviews Writer’s Notebook and writes off an entry asking, “<i>What am I learning?</i>”</p> <p>-observes something, writes what is seen and extends thinking with, <i>The thought I have about this is...</i></p> <p>-starts with a person, place or thing and lists ideas they have about one of those</p> <p><b>Generates</b> a thesis in one to two sentences</p> <p><b>Uses</b> graphic organizing tools for generating a thesis and main ideas:</p> <p>-boxes and bullets</p> <p>-t-charts</p> <p>-tables</p> <p><b>Revises</b> the thesis by asking:</p>	<p><b>Gathers</b> information that supports thesis:</p> <p>-do an interview</p> <p>-research a topic</p> <p><b>Creates</b> a graphic organizer for piece using a three pocket folder with thesis written on front, bulleted supporting points or main ideas on each pocket.</p> <p><b>Uses</b> pockets to collect: anecdotes, interviews, examples, statistics, facts and quotes.</p> <p><b>Refines</b> the concept of weighting the important part to fit a non-narrative piece of writing.</p> <p><b>Finds</b> the most important part of the piece and expresses it in a supportive anecdote.</p> <p><b>Slows down</b> the action at the important part and tells this part step by step.</p>	<p><b>Drafts</b> and collects several small supporting pieces to expand ideas and support the thesis:</p> <p>-quotes</p> <p>-anecdotes slanted to make a point</p> <p>- interviews to reflect assertion</p> <p>-statistics, facts and quotes to</p> <p><b>Extends</b> thinking by using conversational phrases such as:</p> <p>-<i>For example...</i></p> <p>-<i>On the other hand...</i></p> <p>-<i>What I realize is ...</i></p> <p><b>Experiments</b> with weaving details purposefully and smoothly into the essay.</p> <p><b>Deletes</b> unnecessary parts making sure all details support the main ideas.</p>	<p><b>Reviews</b> mentor text to identify writer’s style in this genre.</p> <p><b>Experiments</b> with and uses a variety of sentence structures and punctuation marks.</p> <p><b>Reflects</b> on overall impact, meaning, and tone for the piece.</p> <p><b>Reveals</b> thoughts about self growing as a person.</p>	<p><b>Increases</b> use of conventional spelling for grade level words.</p> <p><b>Recognizes</b> and works to correct misspelled words.</p> <p><b>Capitalizes</b> proper nouns.</p> <p><b>Adds</b> ending punctuation:</p> <p>-question mark</p> <p>-exclamation mark</p> <p><b>Begins</b> to use a new paragraph when</p> <p>-a new person talks</p> <p>-there is a new setting</p> <p>-the time changes</p> <p><b>Uses</b> quotation marks to offset dialogue.</p> <p><b>Begins</b> to use commas to separate a list.</p> <p><b>Works to compose</b> compound sentences by adding conjunctions.</p> <p><b>Uses</b> apostrophe and possessive words to indicate possession.</p>

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	<p><i>-Is this what I'm really trying to say?</i>  <i>-Is this an opinion or an idea?</i>  <i>-Is this a topic that is important to me?</i></p> <p><b>Simplifies</b> the thesis by keeping it narrow.</p> <p><b>Uses</b> the focus of the piece to make decisions about which elements of writing to use.</p> <p><b>Decides</b> on which small stories (anecdotes) and what information to include based on the idea or meaning of the piece.</p>	<p><b>Experiments</b> with writing several endings:                      -states the big idea                      -circles back to beginning                      -life lesson learned                      -realization</p> <p><b>Writes</b> a draft using a lead with an assertion, followed by two to three paragraphs that include supporting details.</p>			<p><b>Maintains</b> left and right margins to align writing.</p> <p><b>Revises</b> and edits paper with clarity and conventions in mind.</p>
<p><b>Unit 3:</b>   <b>Research Writing</b>                       Reports                       Feature Article                       Biography</p>	<p><b>Explores</b> the genre of research writing by reading and listening to mentor texts, teacher modeled writing, and published research reports.</p> <p><b>Uses</b> mentor texts to become familiar with features of nonfiction texts.  <b>Distinguishes</b> between topic and main idea.</p> <p><b>Sifts</b> through mentor texts to sort out topics from main ideas.</p> <p><b>Learns</b> how to distill the main ideas from texts using paraphrasing.</p>	<p><b>Creates</b> a graphic organizer or pocket system to:                      -maintain organization                      -assist categorization                      -guide the process</p> <p><b>Organizes</b> content into sections with headings and subheadings.</p> <p><b>Uses</b> topic sentences to give focus to each paragraph.</p> <p><b>Uses</b> a structure from a mentor text to organize piece:                      -A day in the life                      -All about                      -focus on one as a way of learning about a group</p>	<p><b>Uses</b> <i>How</i> and <i>Wh-</i> questions to guide the inclusion of specific content to inform reader.</p> <p><b>Incorporates</b> specific detail and examples to support main ideas in each paragraph.</p> <p><b>Maintains</b> independent use of learned strategies to gather information that assists elaboration of content:                      -interviews                      -surveys                      -experimentation                      -Internet                      -books, magazines</p>	<p><b>Experiments</b> with how a title can extend meaning, develop emphasis, and engage the reader.</p> <p><b>Conveys a particular tone that is dependent upon the audience:</b>                      -writes as friend to friend                      -writes as authority on topic to a younger audience                      -writes to an informed audience</p> <p><b>Writes</b> with an angle of personal interest or significance to make the piece more compelling.</p>	<p><b>Uses</b> non-narrative text features to inform and support the reader.</p> <p><b>Increases</b> use of conventional spelling for grade level words.</p> <p><b>Recognizes</b> and corrects misspelled words with greater independence.</p> <p><b>Works towards</b> mastery of 4<sup>th</sup> grade high frequency words.</p> <p><b>Uses</b> paragraph structure:                      -topic sentence                      -supporting detail                      -closing sentence</p>

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	<p><b>Reads</b> nonfiction texts and states main ideas in own words.</p> <p><b>Generates</b> questions about a topic and lists them in Writer’s Notebook.</p> <p><b>Narrows</b> the topic:            -determines importance of specific information            -eliminates unnecessary information</p> <p><b>Chooses</b> text features and or structures that will help to communicate the main idea and supporting details:            Text Features - diagrams, maps, bold text;            Text Structures - compare contrast, description.</p>	<p>-writing about what it’s not as a way of defining what it is            -focus on one aspect of a broader topic, e.g. <i>How Wolves Care for Their Young</i> rather than <i>Wolves</i></p> <p><b>Creates</b> various endings as a part of exploration:            -reiterate the main idea            -restate what you learned</p> <p><b>Uses</b> nonfiction text features to organize information and support the reader in making sense of the material:            -bullets            -captions            -diagrams            -bold and/or italicized text            -Table of Contents            -glossary            -index            -introduction, afterward</p>	<p><b>Elaborates</b> by including specific facts, quotes, and statistics.</p> <p><b>Expands</b> thinking by using compare and contrast as a structure for writing about a topic pertaining to the subject.</p> <p><b>Includes</b> definitions of key vocabulary to support readers understanding.</p>	<p>(e.g., Rainforests vs. Rainforests Need Our Action to Survive)</p> <p><b>Includes</b> specific vocabulary words that reveal knowledge of the subject.</p> <p><b>Revises</b> and edits pieces for publishing with clarity and conventions in mind to support the reader.</p>	<p><b>Indents</b> to indicate new idea in paragraphs.</p> <p><b>Includes</b> longer compound sentences with but, so, because.</p> <p><b>Places</b> commas to separate a list of adjectives.</p> <p><b>Punctuates</b> properly to quote a source.</p> <p><b>Varies</b> the font to emphasize key points and vocabulary.</p> <p><b>Uses</b> colons, parentheses, or a clause set off by commas to define a vocabulary word embedded in the text.</p> <p><b>Includes</b> basic bibliographic information            -title            -author            -page numbers of quotes            -copyright date</p>
<p><b>Unit 5:</b></p> <p><b>Writing to a Prompt:</b></p> <p><b>Open Response</b>            Narrative and Non-narrative</p> <p><b>Narrative</b></p>	<p><b>Explores</b> the genre of prompted writing by reading and listening to published prompts.</p> <p><b>Reads and underlines</b> the important aspects of the prompted questions making sure of what is being asked.</p>	<p><b>Decides</b> on what genre to use to best convey ideas:            -essay            -narrative</p> <p><b>Restates</b> the question in the answer.</p> <p><b>Non-narrative prompts:</b>            -states the thesis in the first paragraph</p>	<p><b>Non-Narrative Prompts:</b>  <b>Uses</b> notes from reading the text to compose written response:            -questions            -connections            -paraphrasing</p>	<p><b>Considers</b> audience:            -What does the audience know about this topic?            -chooses a formal or informal register.</p> <p><b>Chooses</b> details that convey a sense of personality to the reader.</p>	<p><b>Proofreads</b> for spelling accuracy, punctuation and capitalization.</p> <p><b>Uses</b> complete sentences.</p> <p><b>Works towards</b> mastery of 4<sup>th</sup> grade high frequency words and generalizes spelling rules for spelling unknown words.</p>

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<b>Composition</b>	<p><b>Underlines</b> specific details or examples in the text that answer the question.</p> <p><b>Creates</b> a graphic organizer that ensures that all parts of the question are being answered.</p> <p><b>Brainstorms</b> possible entry points and ideas:            -makes a list of ideas            -ask self: <i>Which one do I have the most to say about?</i></p> <p><b>Non-narrative Prompts:</b>            -chooses an idea or an opinion to support            -selects details that support or illustrate the main idea</p> <p><b>Narrative Prompts:</b>            -visualizes the scene            -writes story sequentially, weighting the important parts and telling in a step by step manner</p>	<p>-uses details to support the thesis            -uses repertoire of ideas for endings from Unit 2</p> <p><b>Narrative Prompts:</b> -decides what the most important scene is            -uses a scene by scene timeline to choose key scene            -weights the important parts through use of:            -dialogue            -uses internal feelings and thoughts</p> <p><b>Uses</b> strategies for closing a piece:            -returns to the beginning            -ends with a question            -ends with the big idea            -ends with a feeling</p>	<p><b>Includes</b> supportive details:            -evidence from the text            -inferences made from the evidence</p> <p><b>Explains</b> how details support main idea.</p> <p><b>Narrative Prompts:</b>  <b>Adds <u>FISS</u>:</b>            -<b>F</b>reezes time and inserts a memory or an imagined event in the future.            -<b>I</b>nside story is told in order to reveal what the writer is feeling, thinking, hoping.            -<b>S</b>tep by <b>S</b>tep organization builds the important part and supports story structure to avoid summarizing the action.</p> <p><b>Uses</b> <i>show don't tell</i> including actions, dialogue and description to implicitly convey ideas rather than stating them.</p>	<p><b>Uses</b> specific and effective language.</p> <p><b>Makes</b> sure that the question is answered with clarity and detail.</p>	<p><b>Learns</b> to put quotations around exact words from the text.</p> <p><b>Uses</b> paragraphs with topic sentences.</p> <p><b>Includes</b> compound sentences.</p> <p><b>Edits</b> piece using commas:            -to link ideas or create lists            -to use more than one adjective</p> <p><b>Uses</b> homophones correctly.</p> <p><b>Maintains</b> left and right margins to align writing.</p>
<b>Unit 6:</b>  <b>Poetry</b>	<p><b>Analyzes</b> poetry by reading, listening, performing, and identifying vivid language in mentor poems and teacher modeled writing.</p> <p><b>Uses</b> observation of objects, nature and people as a starting point for poems.</p>	<p><b>Uses</b> mentor poems as models for writing.</p> <p><b>Writes</b> in a variety of poetic forms:            -list poems            -free verse            -repetition            -two voice poems</p> <p><b>Uses</b> stanzas to organize a poem.</p>	<p><b>Uses</b> the 5 senses to portray images.</p> <p><b>Contrasts</b> physical features versus poetic description by observing an object and describing color, shape, texture and size and then looking at the same object to find new and surprising ways to see it.</p>	<p><b>Uses</b> rhythm and rhyme to create specific effect.</p> <p><b>Uses</b> line breaks creatively.</p> <p><b>Uses</b> white space as a way of changing or establishing rhythm.</p> <p><b>Chooses</b> precise words to create imagery, and convey mood or tone.</p>	<p><b>Shows</b> understanding of the differences between prose and poetry.</p> <p><b>Organizes</b> writing on the page using shape, white space, line breaks, stanzas.</p> <p><b>Experiments</b> with hyperbole and onomatopoeia.</p>

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	<p><b>Locates</b> themes or patterns in narrative writing and explores ways to turn this into poetic content and poetry.</p> <p><b>Uses</b> sketching or contour drawing to closely observe the physical features of an object and allow time for creative thoughts to emerge.</p>	<p><b>Uses</b> repetition as an organizing tool for emphasis.</p>	<p><b>Expands</b> imagery and thinking through use of metaphor and simile by comparing two seemingly different objects or ideas.</p> <p><b>Pares</b> down unnecessary words.</p> <p><b>Returns</b> to earlier entries in writer’s notebook and rewrite as poems.</p>	<p><b>Uses</b> strong verbs.</p> <p><b>Considers</b> use of ellipses to add drama or tension.</p> <p><b>Experiments</b> with writing a poem from the perspective of different speakers, e.g., If the topic were the first day of school write from teacher, student, parent perspective</p>	<p><b>Uses</b> or chooses not to use punctuation and capitalization for effect.</p> <p><b>Uses</b> bold text and font changes for effect.</p> <p><b>Includes</b> correct syllable count for prescribed poetic forms.</p> <p><b>Masters</b> 4<sup>th</sup> grade high frequency words.</p>
<p><b>Unit 7:</b></p> <p><b>Literary Essay</b></p> <p>Book Review</p> <p>Book Report</p> <p>Letter to An Author</p>	<p><b>Improves</b> response to literature by reading, listening to, and analyzing published book reviews.</p> <p><b>Practices</b> reading deeply, raising questions and forming theories – especially about characters and events.</p> <p><b>Uses</b> prompts to stretch thinking:  <i>-What I notice is...</i>  <i>-An idea I have about that is...</i>  <i>-What I realize is...</i></p> <p><b>Determines</b> audience.</p>	<p><b>Chooses</b> a structure that accommodates audience and objective.</p> <p><b>Purposefully</b> determines appropriate introduction or thesis statement.</p> <p><b>Includes</b> title, author, publisher and date.</p> <p><b>Uses</b> text structures to explain ideas:            -cause and effect            -compare/contrast            -description            -sequence of event            -problem/solution</p>	<p><b>Locates</b> and uses specific evidence to support theory:            -paraphrases scenes or facts            -selects pertinent quotes and weaves them into the body of the piece</p> <p><b>Explains</b> how text examples relate to main idea.</p> <p><b>Elaborates</b> by adding items that support and further develop thesis:            -lists            -anecdotes            -quotes from experts            -author’s craft</p>	<p><b>Uses</b> mentor text as a model for own writing.</p> <p><b>Considers</b> audience:  <i>-What does the audience know about this topic?</i>            -chooses a formal or informal register.</p> <p><b>Chooses</b> details that convey a sense of personality to the reader.</p> <p><b>Uses</b> specific and effective language.</p>	<p><b>Uses</b> conventional spelling of 4<sup>th</sup> grade high frequency words and spelling words, and generalizes spelling rules for spelling unknown words.</p> <p><b>Recognizes</b> and corrects misspelled words with independence.</p> <p><b>Uses</b> paragraph structure:            -topic sentence            -supporting detail            -closing sentence</p> <p><b>Consistently</b> indents for paragraphs.</p>

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	<p><b>Defines</b> objective.</p> <p><b>Generates</b> a thesis by considering:  <i>-What is this story really about?</i>  <i>-What does this story have to do with my life?</i>  <i>-How does this topic relate to me or the world?</i></p> <p><b>Summarizes</b> important information.</p> <p><b>Experiments</b> with idea of supporting a claim to create the focus.</p>	<p><b>Purposefully summarizes</b> key points or big idea and relates it to the lead or claim.</p> <p><b>Uses</b> parts of a business letter:                      -heading                      -salutation                      -body                      -closing                      -signature</p> <p><b>Uses</b> standard format when addressing envelopes.</p>	<p><b>Writes</b> thoughtful entries about a text focusing on story elements or ideas:                      -character growth and relationships                      -significance of setting                      -main idea</p>	<p><b>Expands</b> ability to extract quoted text and use it purposefully.</p> <p><b>Expresses</b> thoughts, feelings, or ideas in an interesting or novel manner.</p> <p><b>Revises</b> and edits pieces for publishing with clarity and conventions in mind that support the reader.</p>	<p><b>Includes</b> longer compound sentences using: but, so, because.</p> <p><b>Places</b> commas to separate a list or series of adjectives.</p> <p><b>Punctuates</b> properly with commas and quotations to quote a source.</p> <p><b>Varies</b> the font to emphasize key points and vocabulary.</p>
<p><b>Unit 7:</b>   <b>Memoir</b></p>	<p><b>Explores</b> the genre of memoir by reading and listening to published memoirs as mentor texts.</p> <p><b>Develops</b> strategies to generate new entries:                      -writes more on previous entries.                      -expands responses to literature.                      -searches Writer’s Notebook for entries that resonate.                      -starts with a question, e.g., <i>What was a big day in my life?</i>                      -writes about a memory or an idea from a different point of view</p>	<p><b>Uses</b> mentor texts to learn about possible structures in this genre.                      -stories that circle back to the beginning                      -series of vignettes                      -see-saw: <i>“Once I was..., but now I am...”</i></p> <p><b>Uses</b> and creates graphic organizers to facilitate development of the idea of the piece:                      -timelines to identify a series of small moment stories or scenes                      -story mountain strategy to emphasize an important point being made</p> <p><b>Maintains</b> a repertoire of strategies for opening a piece:</p>	<p><b>Visualizes</b> the specific times being written about by making a movie in own mind and returning to it again and again during the writing.</p> <p><b>Elaborates</b> on specific points of a timeline in order to expand on important scenes and ideas.</p> <p><b>Uses</b> simile and metaphor to create a picture in the reader’s mind.</p> <p><b>Adds</b> details to elaborate on a scene:                      -shares internal thoughts and feelings about the event                      -adds dialogue                      -reveals action in a step by step fashion.</p>	<p><b>Chooses</b> a variety of sentence lengths or types for different purposes:                      -to create a particular effect such as tone and mood                      -to convey or imply meaning</p> <p><b>Uses</b> the repetition of words or phrases to unify a section of the writing or to emphasize a point, e.g., <i>Every spring I went to Grandma’s. Every summer and every winter I went to Grandma’s too.</i></p> <p><b>Allows</b> the reader to see what is important or memorable for the writer.</p> <p><b>Reveals</b> the insight the writer has about her/his life.</p>	<p><b>Uses</b> conventional spelling for grade level words.</p> <p><b>Recognizes</b> and corrects misspelled words with independence.</p> <p><b>Uses</b> capitalization and punctuation effectively.</p> <p><b>Uses</b> paragraph structure:                      -topic sentence                      -supporting detail                      -closing sentence</p> <p><b>Indents</b> for indicating paragraphs.</p> <p><b>Changes</b> paragraph with each change of speaker.</p>

**AMHERST PUBLIC SCHOOLS**  
**4<sup>TH</sup> GRADE ELEMENTS OF QUALITY WRITING**

	<b>FOCUS</b>	<b>STRUCTURE</b>	<b>ELABORATION</b>	<b>STYLE</b>	<b>CONVENTIONS</b>
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	<p><b>Selects</b> topics which show or define something important about the writer by asking: <i>What does this topic/story say about me?</i></p>	<p>-starts in middle of the action            -describes character            -describes setting</p> <p><b>Uses</b> transition words to relay time awareness:  <i>-Later on...</i>  <i>-Finally...</i>  <i>-Days later...</i></p> <p><b>Attempts</b> to move back and forth in time rather than maintaining a beginning, middle, and end sequence as in a story.</p> <p><b>Writes</b> multiple scenes and begins to string them together with narrative or connecting information.</p> <p><b>Experiments</b> with ways to vary scene changes:            -flashbacks            -thinking into the future            -conveying a memory of a time that relates to the story</p>	<p>-uses specific sensory details            -shows details of specific actions rather than telling about them</p> <p><b>Considers</b> a scene from a different perspective than the one being taken and attempts to look at how that different perspective can influence or help change the way they re-view their own perspective on something.</p>	<p><b>Uses</b> language and voice that creates an intimate feeling for the reader.</p> <p><b>Incorporates</b> italics, ellipses and dashes for effect.</p> <p><b>Revises</b> and edits pieces for publishing with clarity and conventions in mind that support the reader.</p>	<p><b>Uses</b> a variety of sentence structures:            -prepositional phrases            -compound sentences</p> <p><b>Indents</b> the first line of each paragraph.</p> <p><b>Places</b> commas to separate a list of adjectives.</p> <p><b>Attends</b> to verb forms and rereads drafts for:            -proper verb form            -verb tense agreement</p> <p><b>Uses</b> quotation marks to set off dialogue.</p>
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