

ASSESSMENT FRAMEWORK

CONTENT AREA: Writing

GRADE LEVEL/COURSE 4th Writing Aug.03

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
STANDARDS/BENCH-MARKS Reading/Writing 2-4-5 Criteria for Assessment- 6 traits 1.content (st2) 2. Organization (st4) 3. Conventions (st5) 4. Word choice (st2) 5. Sentence fluency (st2) 6. Voice (st2) <i>(Italicized items match the CSAP framework benchmarks for 4th grade writing)</i>	Genre focus: Expository/ functional The student produces expository/ functional writing with a primary emphasis on: 1. Ideas and Content (with Expository) <ul style="list-style-type: none"> Controlled focused topic Details supporting main idea Integrates information Balanced, thorough exploration of topic Logical connections drawn between generalizations, insights and specific examples Functional (letter writing) <ul style="list-style-type: none"> Controlled and concise content Carefully selected details Resources provide support Graphics that support text 2. Organization (with Expository) <ul style="list-style-type: none"> Paragraphing (beginning, middle and end) Multi-paragraphing essay (introduction, body, conclusion) Organization or structure that fits topic (providing facts, analyzing, comparing and contrasting, naming, reports) Effective transitions Clear and logical sequencing Topic sentence(s) Thesis statement A variety of attention getting statements Conclusion that gives a 	Genre focus: Descriptive/ personal The student produces descriptive/ personal writing with a primary emphasis on: 1. Word choice (with) <ul style="list-style-type: none"> Words that evoke clear images Enriched vocabulary that is rich, powerful, varied and detailed Figurative language Sensory details 2. Voice (with) <ul style="list-style-type: none"> Awareness of audience Self-reflection Effective and rich vocabulary Engages reader Point of view Establishes context 3. Conventions -student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of: <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation <ol style="list-style-type: none"> Punctuation in dialogue Punctuation of question in dialogue Commas in dialogue Sentence construction <ol style="list-style-type: none"> Precise vocabulary subject-verb agreement Complex sentences Adverbs, adjectives Usage 	Genre focus: Persuasive/ opinion The student produces persuasive/ opinion writing with a primary emphasis on: 1. Organization (with) <ul style="list-style-type: none"> Paragraphing (beginning, middle and end) Multi-paragraphing essay (introduction, body of support, conclusion) A controlling idea or position that makes a clear and reasonable judgment Supporting arguments, reasons, details or rationale Arranges arguments, reasons, details or rationale in an effective and logical way Effective transitions Conclusion that gives resolution or restatement of main idea and supports. 2. Ideas and Content (with) <ul style="list-style-type: none"> Controlled focused topic Details supporting main idea Integrates information from a variety of sources Includes appropriate information Logical connections drawn between generalizations, insights and specific examples Uses evidence as support 3. Conventions -student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates	Genre focus: Literature forms/ literature responses The student produces literature forms (narrative, poetry, free, drama etc.)/ Literature responses with a primary emphasis on: 1. Sentence Fluency (with) <ul style="list-style-type: none"> A variety of sentence structures with varied lengths and purposes Sentence structures to fit purpose 2. Word Choice (with) <ul style="list-style-type: none"> A context or point of view Vocabulary that is rich, powerful, effective and detailed Figurative language Sensory details 3. Conventions -student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of: <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction Usage Spelling <u>Secondary emphasis on:</u> 4. Voice <ul style="list-style-type: none"> Awareness of audience Self-reflection Effective and rich vocabulary Engages reader 5. Organization (with) <ul style="list-style-type: none"> Support (lit response) from text, other works, authors

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	<p>sense of resolution of stimulates a new focus</p> <p><i>Functional</i></p> <ul style="list-style-type: none"> Follows prescribed format Purposeful and effective sequencing Logically placed details Uses predictable structures e.g. headings <p>3. Conventions -student selects the structures and features of language appropriate to the purpose, audience, and context of the work and demonstrates control of:</p> <ul style="list-style-type: none"> Grammar <ol style="list-style-type: none"> Subject/predicate Linking verbs Paragraph structure <ol style="list-style-type: none"> Use of 4 sentences Punctuation <ol style="list-style-type: none"> Capitalization, punctuation beginning and ending Commas in a series Commas in a letter Commas with transitions Sentence construction <ol style="list-style-type: none"> Noun, verb review Pronouns Linking verbs Usage Spelling <ol style="list-style-type: none"> Homonyms Contractions <p><u>Secondary emphasis on:</u></p> <p>4. Word choice (with)</p> <ul style="list-style-type: none"> Accurate and precise choice of words Vocabulary that reflects the 	<ol style="list-style-type: none"> Plurals and plural possessives Possessive nouns <ul style="list-style-type: none"> Spelling <p><u>Secondary emphasis on:</u></p> <p>4. Ideas and Content (with)</p> <ul style="list-style-type: none"> Purpose Main idea matches audience and purpose Writing from experience Connecting personal experience to text Supporting details that express creativity <p>5. Organization (with)</p> <ul style="list-style-type: none"> Appropriate format Placement of details/text to support topic Clear sequencing Beginning, middle and end A variety of attention getting introductions Effective transitions <p>6. Sentence fluency (with)</p> <ul style="list-style-type: none"> A variety of sentence structures with varied length 	<p>control of:</p> <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction <p>1. Sentence starters (modifiers, clauses, phrases, subjects)</p> <ul style="list-style-type: none"> Usage Irregular verbs Spelling <p><u>Secondary emphasis on:</u></p> <p>4. Word choice (with)</p> <ul style="list-style-type: none"> Accurate and precise choice of words Vocabulary that reflects the topic Strong imagery and figurative language where appropriate <p>5. Sentence fluency (with)</p> <ul style="list-style-type: none"> A variety of sentence structures/ lengths <p>6. Voice (with)</p> <ul style="list-style-type: none"> Awareness of audience Voice matches purpose Effective language that engages the reader Appropriate and consistent point of view 	<p>etc.</p> <ul style="list-style-type: none"> Establishes plot, point of view, setting, conflict etc. for narratives Develops characters for narratives Uses devices such as figurative language, dialogue, concrete or sensory images, poetic forms etc Provides a sense of closure <p>6. Ideas and Content (with)</p> <ul style="list-style-type: none"> Purpose Main idea matches audience and purpose Writing from experience Connecting personal experience to text Supporting details that express creativity
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	<ul style="list-style-type: none"> topic Strong imagery and figurative language where appropriate <p>5. Sentence fluency (with)</p> <ul style="list-style-type: none"> A variety of sentence structures/ lengths <p>6. Voice (with)</p> <p><i>Expository</i></p> <ul style="list-style-type: none"> Awareness of audience Voice matches purpose Effective language that engages the reader Appropriate and consistent point of view <p><i>Functional</i></p> <ul style="list-style-type: none"> Informative Controlled language Awareness of audience 			
<p>ASSESSMENT</p> <p>Criteria for assessment</p> <p>6- trait</p>	<p>Teacher choice in genre</p> <p>Traits: ideas-content</p> <p>Organization</p> <p>Conventions</p>	<p>Teacher choice in genre</p> <p>Traits: Word choice</p> <p>Voice</p> <p>Conventions</p>	<p>CSAP</p> <p>District writing prompt- persuasive</p> <p>Traits: All 6</p>	<p>Teacher choice in genre</p> <p>Traits: Sentence fluency</p> <p>Word choice</p> <p>Conventions</p>
<p>VALIDATION</p> <p>Isolated skill performances, tests, quizzes etc.</p>				
<p>COMPETENCIES</p> <p>Technology word processing</p>				
<p>SUGGESTED TOPICAL or CURRICULUM ALIGNMENT</p>	<p>Topics:</p> <p>How To?</p> <p>Reports</p>	<p>Poetry</p> <p>Paragraphs</p> <p>Stories-Narratives</p>	<p>Advertisements</p> <p>Brochures</p> <p>Letters</p>	<p>Narratives</p> <p>Poetry</p> <p>Free write</p>

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(Genre and materials, specific units, lessons, suggestions, prompts etc.) Ex: Read /Connection p. 3 Write Source p. 25 <i>Book title</i>	Letters Invitations Announcements Explanations	Autobiography	Debates Multi-paragraph essays	Drama-plays Reading responses
SUGGESTED INSTRUCTIONAL TECHNIQUES Ex: accordion paragraphs				