# GRADE 4 Brief Writes

*Student Learning Objective: Apply a variety of strategies, techniques, and text structures when writing one or more paragraphs of text appropriate to purpose and audience that connects smoothly and logically to a given text.*

| **ABOVE STANDARD** | |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| **ORGANIZING narrative and informational/opinion  texts by writing**   * beginnings/introductions that effectively introduce narrative elements (e.g., character, setting, conflict, ideas) or effectively establish focused main ideas/opinions in a given informational/opinion text; * endings/conclusions that provide resolution and reflection for narratives, or reflect the content and implications or significance of a given informational/opinion text; * transitional strategies that provide cohesion and enhance quality and clarity in more complex texts. | **Instructional next steps for ORGANIZATION include using increasingly more complex exemplar/mentor texts to help students COMPOSE texts after analyzing and evaluating**   * how authors begin narratives or introduce informational/opinion text, including when/how main ideas/opinions are introduced; * how authors finish narratives by providing closure/resolution/reflection, or conclude informational/opinion text by extending beyond the essay/assignment (e.g., significance, next steps) and following logically from the stated main ideas/opinions and supporting them with details/evidence; * how authors use transitional strategies to connect narrative elements/ideas (e.g., clarifying more open-ended sequences of events or experiences), or advance complex main ideas/opinions, enhancing cohesion by clarifying relationships. |
| **ELABORATING narrative and informational/opinion  texts by writing**   * details (including sensory language and dialogue) that enhance or clarify story elements *(*e.g., character development, turning point, conflict, etc.) in increasingly more complex narratives; * supporting details/evidence that strengthen main ideas/opinions in increasingly more complex texts. | **Instructional next steps for ELABORATION include using increasingly more complex exemplar/mentor texts to help students COMPOSE texts after analyzing and evaluating**   * how and why authors use descriptive/sensory details and dialogue to enhance narrative quality; * how authors build effective support for increasingly more complex main ideas/opinions by selecting and developing relevant evidence. Digital Library example: [**Opinion Writing: From Persuasive Speeches to Petitions**](https://www.smarterbalancedlibrary.org/content/opinion-writing-persuasive-speeches-petitions)   Digital Library professional development resource for organization and/or elaboration:   * [Setting Goals to Improve Narrative Writing](https://www.smarterbalancedlibrary.org/content/setting-goals-improve-narrative-writing) * [Using Peer Conferencing to Improve Student Writing](https://www.smarterbalancedlibrary.org/content/using-peer-conferences-improve-student-writing) |

| **AT/NEAR STANDARD** | | |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| **ORGANIZING narrative and informational/opinion  texts by writing**   * beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict, ideas) or straightforward main ideas/opinions; * endings/conclusions that provide some resolution and/or reflection for narratives, or reflect the content and provide some implications or significance of a given informational/opinion text; * transitional strategies that provide some cohesion in texts. | **Instructional next steps for ORGANIZATION include using more complex exemplar/mentor texts to help students COMPOSE texts after analyzing and evaluating**   * how authors begin narratives, or introduce informational/opinion text, including when/how main ideas/opinions are introduced; * how authors finish narratives by providing closure/resolution/reflection, or conclude informational/opinion text by extending beyond the essay/assignment (e.g., significance, next steps) and following logically from the stated main ideas/opinions and supporting them with details/evidence; * how authors use transitional strategies to connect narrative elements/ideas, or advance main ideas/opinions, enhancing cohesion and clarity. |
| **ELABORATING narrative and informational/opinion  texts by writing**   * details (including sensory language and dialogue) that clarify basic story elements (e.g., character development, turning point, conflict, etc.) in narratives; * supporting details/evidence that strengthen main ideas/opinions in texts. | **Instructional next steps for ELABORATION include using more complex exemplar/mentor texts to help students REVISE after analyzing and evaluating**   * how authors incorporate descriptive/sensory details and dialogue in narrative texts; * how authors choose anddevelop sufficient appropriate details/evidence to support more complex main ideas/opinions.   Digital Library professional development resources for organization and/or elaboration:   * [Narrative Writing: Revising Dialogue](https://www.smarterbalancedlibrary.org/content/narrative-writing-revising-dialogue) * [Revisions to Realistic Fiction Dialogue During Writer’s Workshop](https://www.smarterbalancedlibrary.org/content/revisions-realistic-fiction-dialogue-during-writer%E2%80%99s-workshop) |

| **BELOW STANDARD** | |
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| *Students are working to solidify the following skills:* | *Educator-recommended next steps and Digital Library resources* |
| **ORGANIZING narrative and informational/opinion  texts by writing**   * beginnings/introductions that introduce narrative elements (e.g., character, setting, conflict)/ideas or provide basic main ideas/opinions in straightforward texts; * endings/conclusions that provide basic or limited resolution, or connect and/or summarize straightforward texts; * transitional strategies that provide some basic connections between ideas. | **Instructional next steps for ORGANIZATION include using exemplar/mentor texts to help students COMPOSE texts after analyzing and evaluating**   * how authors begin narratives and introduce narrative elements, or introduce informational/opinion text, including identifying strong main ideas/opinions in texts, and how authors introduce and set the context for main ideas/opinions; * how authors finish narratives by providing a sense of completeness and/or conflict resolution that may include reflection, or conclude informational/opinion texts by writing conclusions that go beyond summary and follow logically from the main ideas/opinions and supporting details/evidence; * how authors use transitional strategies beyond simple words/phrases to connect ideas. |
| **ELABORATING narrative and informational/opinion  texts by writing**   * some basic details that develop story elements (e.g., setting, character) in straightforward narratives; * some basic details/evidence that may develop straightforward main ideas/opinions in texts. | **Instructional next steps for ELABORATION include using exemplar/mentor texts to help students COMPOSE after analyzing and evaluating**   * how authors incorporate descriptive/sensory details and dialogue in narrative texts; * how authors choose anddevelop sufficient appropriate details/evidence to support main ideas/opinions. Digital Library example: [**The Important Book**](https://www.smarterbalancedlibrary.org/content/important-book)   Digital Library professional development resource for organization and/or elaboration:   * [Prewriting Strategies for Diverse Learners](https://www.smarterbalancedlibrary.org/content/prewriting-strategies-diverse-learners" \o "This is a professional development resource for educators on various ways to engage all learners in the prewriting process.) * [Understanding Opinion Writing K-5 Using Student Work Samples](https://www.smarterbalancedlibrary.org/content/understanding-opinion-writing-k-5-using-student-work-samples) |

*Digital Library resources are meant to be used in conjunction with an educator’s curriculum, and to serve as a jumping-off point for instruction. Educators are encouraged to consider their particular classroom context and culture when selecting resources, and to adapt the resources to best fit their students’ needs.*