

## The 6 Traits of Writing

**Ideas and Content**—students will be able to:

- Use prewriting activities to create a topic that is focused
- Write with a clear purpose aligned to the audience

**Organization**—students will be able to:

- Write an inviting introduction
- Link ideas with thoughtful transitions
- Sequence events in logical and effective ways—identifiable beginning, middle and end

**Conventions**—students will be able to:

- Spell correctly
- Punctuate correctly (sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialogue and apostrophes)
- Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)
- Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

**Word Choice**—students will be able to use a variety of accurate, specific words that are appropriate to audience and purpose.

**Sentence Fluency**—students will be able to organize paragraphs with sentence structures that are varied, enhance meaning, and make oral reading easy and enjoyable.

**Voice**—students will be able to choose a voice in their writing that is sincere, expressive, engaging and appropriate to the audience.



For complete information on the Arizona Academic Standards go to [www.ade.az.gov/standards/contentstandards.asp](http://www.ade.az.gov/standards/contentstandards.asp)

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Osborn School District  
An Osborn Education

*Parents' Guide to  
Grade Level  
Learning Targets  
for Reading,  
Writing*

*Grade 4*

## ***Osborn School District Grade 4 Targets***

### ***Reading***

#### **Decoding Strategies and Vocabulary—** students will be able to:

- Identify root words
- Infer meanings of words in a selection through knowledge of prefixes and suffixes
- Confirm meaning of words using context clues
- Identify figurative language, including similes, personification, and idioms
- Determine the meaning, pronunciation, syllabication, synonyms, antonyms and parts of speech using a variety of reference aids, including dictionary, thesaurus, and glossaries.

#### **Comprehension using Literary Text—** students will be able to:

- Identify the main ideas; critical and supporting details; and the author's purpose, feelings, and point of view of the text
- Distinguish fact from opinion
- Summarize the text in own words
- Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)
- Determine cause-and-effect relationships
- Identify the text in chronological, sequential, or logical order
- Make an inference using context clues

#### **Analysis of Literary Text—**

students will be able to:

- Distinguish the main characters from the minor characters
- Determine problem and solution within plot
- Identify the moral of a literary selection
- Identify common forms of literature — for example, poetry, short story, biography.
- Determine a particular aspect of a given setting.

#### **Comprehension using Informational Text—**

students will be able to:

- Identify the author's purpose and use of details to support the purpose
- Distinguish fact from opinion
- Describe the author's use of strategies such as bandwagon, peer pressure and "loaded" words to convince or persuade
- Identify the author's bias
- Locate specific information by using organizational features such as table of contents, headings, captions, bold print, glossaries.

#### **Comprehension using Functional Text—**

students will be able to:

- Locate specific information from letters, memos, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, and forms.
- Interpret details from functional text for a specific purpose — to follow directions, to solve a problem, to perform procedures, to answer questions.
- Identify the sequence of activities needed to carry out a procedure
- Incorporate information from illustrations

### ***Writing***

Students will use the writing process to generate topics, draft, revise, edit and publish writing pieces in each of the six modes of writing:

- Expressive
  - personal narrative, poem, communication, envelope
- Expository
  - essay, summary, article, journal
- Functional
  - thank-you notes, formal and friendly letters, invitations
- Persuasive
  - advertisements, paragraphs
- Literary Response
  - reflections to a literature selection
- Research
  - report that develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources

Students will demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to effectively complete a variety of writing tasks.