

Fourth Grade Writing Learning Targets 2016-2017 REGIONAL SCHOOL UNIT #22

RSU #22 is committed to the optimal learning of all students. As RSU #22 continues to move towards meeting 2018 graduation expectations, we have elected to look at proficiency learning targets K-12. Rather than only the high school being responsible to report student proficiency, we have listed learning targets at each grade level. We know that some children may be able to meet standards beyond the targets listed at the grade level. We also know that some students will need more time to meet the expectations.

In some instances, students would only be expected to meet a 2, the foundational proficiency level. Keep in mind that some students may be working at lower levels or higher levels.

Standards Scored on the Report Card:

Language: Conventions: Capitalization & Punctuation

Learning Target	Proficiency Level
Is skilled at using capitalization and punctuation rules (<i>titles, salutations, quotation marks in dialogue, contractions, possessives</i>) in context when writing.	3
Understands rules for capitalizing dialogue, key information, and names of specialized functions and abbreviations (<i>e.g., Dr.</i>). Understands rules for using commas and quotations to mark direct speech and quotation from a text. Understands rules for using a comma before a coordinating conjunction in a compound sentence.	2

Language: Conventions: Grammar

Learning Target	Proficiency Level
Understands adjectives and conjunctions are used in a sentence. Understands rules for matching singular and plural nouns with verbs in basic sentences (<i>e.g., subject-verb agreement</i>). Understands verbs convey a sense of past, present, and future.	2

Is skilled at using conventions of standard grammar and usage when writing and speaking (<i>verb tense, subject-verb agreement, adjectives, conjunctions</i>).	3
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Research: Accessing & Reporting Information

Learning Target	Proficiency Level
<p>Understands it is important to take notes on and document the sources of the information being collected and used.</p> <p>Understands simple research includes gathering information from print and digital sources, recording that information, and then sorting it into identifiable categories.</p> <p>Understands the following vocabulary terms and phrases: caption, bold print, subheading, index, record, sort, category, document, research question.</p>	2
Is skilled at collecting and organizing information and documenting sources to answer a simple research question.	3

Types & Purposes: Informative & Explanatory

Learning Target	Proficiency Level
<p>Understands authors use text features to organize information for a topic (<i>paragraphs, sections, headings, illustrations</i>).</p> <p>Understands authors develop a topic with facts, concrete details, quotations, and examples related to the topic.</p> <p>Understands authors use precise and domain-specific vocabulary to inform or explain the topic.</p>	2
Is skilled at using relevant, precise information and vocabulary for a selected topic in an organized format (<i>paragraph, section, heading, illustration</i>) to aid audience comprehension.	3

Types & Purposes: Narratives

Learning Target	Proficiency Level
<p>Understands authors use a variety of transition words, phrases, and clauses to convey sequences and signal shifts from one time frame or setting to another.</p> <p>Understands authors use dialogue to develop a story.</p> <p>Understands authors use expanded descriptions of actions, thoughts, and feelings that include sensory language (<i>e.g., sounds, smells, emotions</i>) to develop a story.</p>	2

Types & Purposes: Opinion & Argument

Learning Target	Proficiency Level
<p>Understands the organizational structure of an argumentative piece of writing.</p> <p>Understands the purpose of the organizational structure of an argumentative piece of writing is to convince the reader.</p>	2
<p>Understands a claim should be supported with clear reasons and evidence, using credible sources.</p> <p>Understands claims, reasons, and evidence should be written in a logical order.</p> <p>Understands authors use varied transitions to link major sections of text, connect relationships among claims, and create cohesion.</p> <p>Understands authors maintain a formal style.</p>	2