

**BRSU Writing Curriculum  
Writing Genres**

**FOURTH GRADE**

<b>PART I</b> <b>Reading and Writing Connections: <i>Response to Literature, Literary Elements and Devices, and Responding to Text.</i></b>
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**I\* (Lit. and Info.)**

**RESPONSE TO LITERARY AND INFORMATIONAL TEXT:** *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author’s craft, or other elements within a piece of literature or informational text.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Select appropriate information to set context/background and name of author and title of text.</li> <li>● Focus/controlling idea is clear.</li> <li>● Respond directly to the text with analysis and includes a relevant connection to broader ideas (text to text, text to self, text to world).</li> <li>● Make inferences about content, events, characters, setting, or common themes.</li> <li>● State and maintain a focus when responding to a given question.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Include introduction, body and conclusion.</li> <li>● Use clear and consistent organization.</li> <li>● Use transition words/phrases.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Provide evidence from the text and concrete details to support the focus.</li> <li>● Begin to use citations.</li> <li>● Elaborate ideas appropriate to grade level.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use appropriate vocabulary, sentence variety and/or structure.</li> </ul>	

**GEs addressed: W4::5, W4:6, W4:7**

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<b>PART II</b> <b>Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i></b>
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**I\***      **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Include relevant background information to set context.</li> <li>● Establish a topic.</li> <li>● State and maintain a clear focus.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Use clear, consistent, coherence and organization.</li> <li>● Provide introduction, body and conclusion that support the focus.</li> <li>● Use transition words or phrases.</li> <li>● List sources at the end of a report, if appropriate.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Provide some supporting information.</li> <li>● Provide details that support the focus.</li> <li>● Elaborate on ideas appropriate to grade level, may include naming, describing, explaining, comparing or use of visual images.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use voice of a person who desires to convey gathered information.</li> <li>● Use appropriate vocabulary, sentence structure and/or variety.</li> </ul>	

**GEs addressed: W4:8, W4:9, W4:10**

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<b>Part III</b> <b>Expressive Writing: <i>Narratives, Personal/Reflective Essay, and Poetry.</i></b>
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**I\***     **NARRATIVE: *Writing that tells a story with a problem/conflict and solution/resolution.***

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Establish adequate context.</li> <li>● Present characters, conflict/problem challenge, and resolution.</li> <li>● Maintain clear topic and focus around central problem.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Create a clear, understandable story line with a beginning, middle and end.</li> <li>● Use transitions.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Use details to create images.</li> <li>● Begin to use details and dialogue to advance action.</li> <li>● Begin to develop characters through description.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use appropriate vocabulary.</li> </ul>	

GEs addressed: W4:11, W4:12.

**G**     **POETRY & LITERARY ELEMENTS AND DEVICES**

Criteria	Writers will.....	Teacher Notes/Resources
	<ul style="list-style-type: none"> <li>● Establish a clear topic or focus (purpose).</li> </ul>	

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Purpose	<ul style="list-style-type: none"> <li>• Write poems that express feelings.</li> </ul>	
Effective Language	<ul style="list-style-type: none"> <li>• Use sensory details and multi-sensory images.</li> <li>• Use simple poetic forms (e.g. limericks, formula poems, and acrostics.)</li> </ul>	

**GEs addressed: W4:18, W4:19**

**PERSONAL/REFLECTIVE WRITING: e.g., journals, essays, letters, notes, poetry, diaries, etc.**

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Informal Writing	<ul style="list-style-type: none"> <li>- Show evidence of individual voice, and exhibit techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting.</li> </ul>	-

**GE addressed: W4:17**

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