

Grades 3 & 4 ELA

Types of Writing	Grade 3	Grade 4
Narrative	<ul style="list-style-type: none">- Personal Narratives- Adapted Fairy tales	<ul style="list-style-type: none">- Realistic Fiction- Historical Fiction- Graphic Novels
Information	<ul style="list-style-type: none">- All about- Writing about Research	<ul style="list-style-type: none">- Information books on American Revolution
Persuasive	<ul style="list-style-type: none">- Persuasive Speeches (changing the world)- Baby Literary Essays	<ul style="list-style-type: none">- Personal and persuasive Essays- Literary Essays

Narrative Writing Checklist

	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I told the story bit by bit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote the important part of an event bit by bit and took out unimportant parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told my story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I chose the action, talk, or feeling that would make a good ending and worked to write it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I worked to show what happened to (and in) my characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES!
Craft	I not only told my story, but also wrote it in ways that got readers to picture what was happening and that brought my story to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I showed <i>why</i> characters did what they did by including their thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I made some parts of the story go quickly, some slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions				Language Conventions			
Spelling	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Punctuation	I punctuated dialogue correctly with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	While writing, I used punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

3rd Grade Narrative Writing

The Race

I held my sled in my hand tight. My heart pumped as me and Alejandra walked over to Balin. The words, "Balin do you want to race?" wouldn't come out. Finally, they did. "Hey Balin, do you want to race?" I said. "Sure, why not?" On the count of three, "was his response.

I must of sweated buckets as we got our sleds in place. "1" said Balin. my heart pumped. "2" said Balin. I sweated ten buckets. "3" said Balin. I nearly wet my pants.

After three we were off. It was going very smoothly and we were tied for the lead. Then suddenly me and Alejandra hit a big root and went in the air and landed with a plop, and slowed down. I wondered what we hit but reminded each other, we had a race to finish.

So we dug our hands in the cold snow and pushed ourselves forwards. We tried and tried to win. But as we trailed behind Balin we heard him cheering "I win! I win!" I reminded myself everybodys a winner.

4th Grade Narrative Writing

Haunted House Disaster

"Hey guys lets go inside this haunted house" Jamie said. They all walked up the stairs.

"No way I'm going inside" her best friend Jazlyn said replied.

"Trust me Jamie this haunted house is the most scariest house ever. he been in this haunted house and had night mares for weeks" her another friend Layla said. Jamie walked up the last step.

"I'm not afraid to go inside" Jamie said.

"Fine don't say that we didn't warn you" they both said. Jamie walked inside. I didn't look so scary she said.

The door quickley shut. She ran back to see if it would open.

"Omg it, it won't budge. I have to find another way out" Jamie said. All of a sudden Jamie gets scooped by a cart.

"Hey let my down" she screamed. She swung around in circles over and over again. Then Mummies, ghost, spiders, and witches were following her.

The cart came to a stop, but the monsters were still following her. I hope I make it out of here alive she thought to herself. She saw a little flash-light. Thank god it still works she thought. She searched every where for help. Then she saw something in the corner. She ran to go see what it was. It was a little black box with a key in it. She took the box and ran as fast as she possibly could. She finally got to the door.

She took the key and opened the door.

"I'm so happy to see you guys, I thought I was going to die in there" Jamie said.

"What did we tell you Jamie, you need to listen more often" Layla said.

"Remind me to never ever go in that house ever again" Jamie said in a scared voice.

"Now that we got that out of the way, let go to Sarahs Halloween Party because I'm starving" Layla said.

"He to I starving" Jazslyn said.

"Then what are we waiting for lets go"
Jamie said.

Reading Levels

<u>Grade 3:</u> 1=J or below 2=K/L 3=M 4=N or above	<u>Grade 3:</u> 1=K or below 2=L/M 3=N 4=O or above	<u>Grade 3:</u> 1=L or below 2=M/N 3=O 4=P or above	<u>Grade 3:</u> 1=M or below 2=N 3=O 4=P or above	<u>Grade 3:</u> 1=N or below 2=O 3=P 4=Q or above
<u>Grade 4:</u> 1=N or below 2=O 3=P 4=Q or above	<u>Grade 4:</u> 1=N or below 2=O/P 3=Q/R 4=S or above	<u>Grade 4:</u> 1=O or below 2=P 3=Q/R 4=T or above	<u>Grade 4:</u> 1=O or below 2=P/Q 3=R/S 4=T or above	<u>Grade 4:</u> 1=P or below 2=Q/R 3=S 4=T or above

Reading Units of Study

Genres	Grade 3	Grades 4
Fiction	<ul style="list-style-type: none">- Building a Reading Life- Mystery- Character Studies- Social Issues	<ul style="list-style-type: none">- Interpreting Characters- Interpretation Book Clubs- Historical Fiction- Power & Perspective
Nonfiction	<ul style="list-style-type: none">- Main Ideas- Research Club	<ul style="list-style-type: none">- Weather Research Club- American Revolution Research

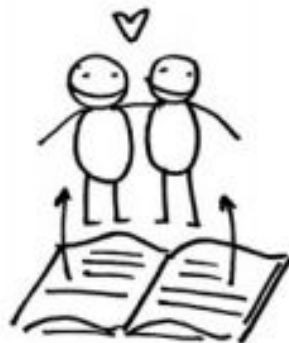
Determining Themes/Cohesion

At the end of a story, I can say a few sentences about the big life lesson (the theme) that a character has learned.



I read, asking, "What's this story really about?" and I come up with tentative ideas that I test as I read on. I have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, that it suggests a life lesson.

I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big.



Main Idea(s) and Supporting Details/ Summary

As I read, I ask myself what the text is mostly about. To figure out the main idea, I see if there is a pop-out sentence that captures it. I can say the main idea in more than just a word and am careful to name the main idea of most of the text.

I can also choose important supporting details (or points) that go with the main idea.

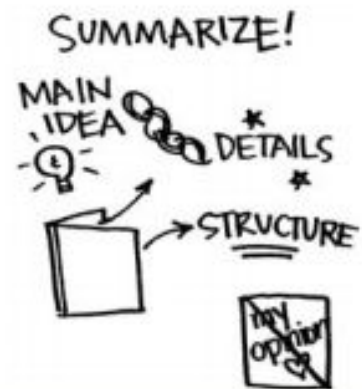
I summarize briefly, leaving out unimportant things.



As I read, I often pause to summarize as a way to hold onto what I'm learning, saying the main idea(s) of that part and linking it/them to related points. As I do this, I select points that are especially important to the idea.

I can use the primary structure(s) in the text to help me grasp what it mostly teaches (e.g., if it is organized as a main idea or supporting points or a claim and reasons, I can use either structure to help me determine importance and select supporting details).

I am careful to keep my own opinion separate from the ideas presented in the text.



Multiple Choice

2019 Grades 3–4 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	4	3	7
Multiple-Choice Questions	24	0	24
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–4
	Total Number of Informational Passages		3–4

State Test Short Response (Answer & Two Details)

2-Point Rubric—Short Response

Score	Response Features
2 Points	<p>The features of a 2-point response are</p> <ul style="list-style-type: none">• valid inferences and/or claims from the text where required by the prompt• evidence of analysis of the text where required by the prompt• relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none">• a mostly literal recounting of events or details from the text as required by the prompt• some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• incomplete sentences or bullets
0 Points*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none">• a response that does not address any of the requirements of the prompt or is totally inaccurate• a response that is not written in English• a response that is unintelligible or indecipherable

CRITERIA	CCLS	4
		Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	<p>—clearly introduce a topic in a manner that follows logically from the task and purpose</p> <p>—demonstrate comprehension and analysis of the text</p>
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<p>—clearly and consistently group related information together</p> <p>—skillfully connect ideas within categories of information using linking words and phrases</p> <p>— provide a concluding statement that follows clearly from the topic and information presented</p>
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- ✓ describe how Peter feels about the game at the beginning of the story
- ✓ describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- ✓ use details from the story to support your response

In the story *Jumanji* by Chris Van Allsburg a girl named Judy finds a game, and a boy named Peter's feelings about the game change through out the story.

In the beginning of the game Peter feels bored and unexcited. "Gosh, how exiting," said Peter, in a very unexcited voice. "This means that Peter is feeling unexcited." Someone probably left it here because its so boring. This proves that Peter is bored.

In the end of the story, Peter feels nervous and upset. "I... don't... think that I want to... play this game... anymore."

This shows that Peter is nervous.

"For an instant, Peter thought he was going to cry." This means that Peter is feeling upset.

Peter's feelings change because before, he was feeling bored, but then he rolled 7, and a lion appeared!

"The boy couldn't believe his eyes. There, on the plane, was a lion, staring at Peter and licking his lips."

To conclude, Jumanji is about a boy named Peter, who learned never to judge a book by its cover.

In "How Birds Beat the Odds" and "Meerkat Chat," what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

"How Birds Beat The Odds" and "Meerkat Chat" Both have one problem. Keep reading to figure out what this problem is, and how they try to solve it.

The problem that Birds and Meerkats share is that they both have predators that want to eat them. In "How Birds Beat The Odds" it says "These birds are a favorite prey of desert hunters like bobcats, snakes and hawks!" This shows that birds have a lot of predators. In "Meerkat Chat" it says "A nearby goshawk eyes the meerkat and launches into flight." This shows that Meerkats also have a predator.

Birds and Meerkats try to solve

this problem by making more nests and calling for help. In "How Birds Beat the Odds" it says "Building several nests in a season instead of just one makes it more likely that at least one clutch will survive to become adult robins". This shows that if they build more nests, more chicks will survive. In "Meerkat Chat" it says "He squeals "danger, danger" into the air.

The urgent call alerts his family, which runs to his rescue". This shows that by making calls their family could protect them from any harm.

In conclusion Both passages have a problem and both animals find a solution.