Kentucky Writing

Grade 4
Training Pieces
Annotated

Reflective: *Dear 5th Grade Teacher*
Personal/Literary: *Dancing Flag*
Transactive: *Dear Mom*

Grade 4 Training — Reflective

transitional element – clues reader as to what follows

attempts to communicate with audience

attempts to establish and maintain a narrowed purpose

Dear 5th Grade Teacher,

You won't believe what has happened this year. This year I have gotten a lot better at writing! I have grown into a better writer in 4th grade. Dialogue, reflecting in my journal and descriptive language helps me to write a lot better in my writing pieces.

lacks control of sentence structure

transition

unelaborated idea development

Learning how to put dialogue in my writing has helped me grow as a writer. Dialogue has helped me because when I did not know how to use dialogue, people didn't know what I was saying. That is what I learned. I can tell that it is dialogue because I can see quotation marks in the text.

irrelevant support

transition

unelaborated idea development

I like writing in my journal to reflect my day. That will help me in 5th grade. It helps me to write a lot of the different things down that I can write about later. That's how I get better at writing. Reading about different stories in the C Q's helped with reflecting in my writing pieces. Author's reflect to get better at writing.

some attempt to communicate with audience

lapse in focus

transition

unelaborated idea development

Descriptive language has really helped me in writing. Descriptive language has helped me see what is going on. For an example, in my poem I described how I was trying to get my tooth out. "I wiggled it, pushing it, blood gushing down my tooth." It makes you feel like you are really looking at it. When I'm reading I can identify descriptive language because I can paint a picture in my mind.

acceptable word choice

I'm looking forward to going to 5th grade because I know you will love my writing. I will also get better ideas for my writing pieces. 5th grade teacher I have been writing every 20 minutes at home. One thing I will never stop doing is **writing**!

some attempt to communicate with audience

irrelevant support

lapse in focus

Sincerely,

word choice is acceptable & appropriate for audience & purpose

A M

- Logical organization with lapses in coherence within all but first paragraph.
- Uses simple sentences.
- Control of grammar, usage, & correctness relative to length & complexity

Rationale for Training Piece

Reflective Title: Dear 5th Grade Teacher
Grade: 4
Year Released: 2009

2 Content (2, 2, 2)

The writing attempts to establish and maintain a narrowed purpose, "I have grown into a better writer in 4th grade. Dialogue, reflecting in the journal and descriptive language helps me to write a lot better in my writing pieces." Lapses occur within the paragraphs as the writer does not stay focused on how he/she became a better writer. For example, in the 3rd paragraph the topic sentence refers to "writing in my journal to reflect my day." The lapse occurs when the writer states "Reading about different stories in the C Q's help with reflection in my writing pieces." This statement does not support the topic of journal reflection. Similar lapses occur in other paragraphs. The writer makes some attempt to communicate with the audience within the body, "That will help me in 5th grade," then again in the conclusion, "I'm looking forward to going to 5th grade . . ." The writing demonstrates some voice/tone, "You won't believe what has happened this year." The writing demonstrates unelaborated or irrelevant idea development. The writer lists three areas of growth, but fails to explain how these areas helped his/her growth as a writer. Examples of irrelevant support include "I can tell that it is dialogue because I can see quotation marks in the text" and "I have been writing every 20 minutes at home."

2 Structure (2, 2, 2)

In the introduction, the writer uses a transitional element to inform the reader what is to follow: "Dialogue, reflecting in my journal, and descriptive language. . . " The writer then uses this pattern (dialogue, reflection, description) to logically organize the letter. Lapses in coherence occur within all but the first paragraph. The writing demonstrates mostly simple sentences. Attempts to use more complex sentences demonstrate a lack of control of sentence structure.

3 Conventions (3, 3, 3)

The writing demonstrates some verb tense errors, but shows control relative to the length and complexity of the piece. Word choice is acceptable and appropriate for this genre (e.g. dialogue, reflecting, descriptive language, paint a picture). The writing demonstrates a control of correctness relative to length and complexity.

Instructional Implications
Teachers may use this sample during instruction to address such issues as:

- Using effective transitions
- Organizing of ideas with supporting details

Grade 4 Training Literary

white space & line breaks provide logical organization

title captures essence of the poem

DANCING FLAG
By. H. F

establishes & maintains a focused purpose - an extraordinary perception of the ordinary

alliteration

vivid word choice

I'm the dancing flag.
I sway and swoosh,
To the beat of the wind
When it gives me a push.

voice

I'm waiting for the wind
To give me my beat,
So my dancing
I can repeat,

transition

audience awareness - signals reader of a change

Suddenly….

varies rhyme and rhythm

The leaves crackle,
The trees rattle,
The wind is here!
It is there,
It is everywhere!

vivid word choice

voice

transition

specific, sufficient idea development

Now I can dance
And express how I feel.
I come alive,
I feel real.

applies characteristics of the genre - personification, alliteration, imagery, rhyme, rhythm, onomatopoeia, white space

Rationale for Training Piece

Personal OR Literary EntryTitle: Dancing Flag
Grade: 4
Year Released: 2009

3 Content (3, 3, 3)

The writing establishes an authentic focused purpose, an extraordinary perception of the ordinary: a flag's motion in the wind. The first stanza establishes the flag's reliance on the wind, "I'm the dancing flag/I sway and swoosh/To the beat of the wind/When it gives me a push." The focus of the flag's relationship with the wind is maintained to the end, "Now I can dance." The writing indicates an awareness of audience's needs using white space, rhyme, and rhythm to lead the reader through the poem. The use of ellipsis signals the reader of a change, "Suddenly. . ./The leaves crackle/The trees rattle". The writing conveys voice, "I'm waiting for the wind/To give me my beat." The writing demonstrates specific, sufficient details, "Now I can dance/And express how I feel/I come alive/I feel real." The writing applies several characteristics of the genre: personification, alliteration, imagery, rhyme, rhythm, onomatopoeia, use of white space.

3 Structure (3, 3, 3)

Organization is logical & coherent throughout, using white space and line breaks to allow the reader to easily flow through the piece. Transitions logically signal the reader of a change, "Suddenly . . ." and "Now I can dance." The writing demonstrates control and variety in sentence structure to accomplish purpose.

3 Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage. Word choice is appropriate for the purpose and vivid at times (*dancing flag, sway, swoosh, crackle, rattle)*. Although the writing demonstrates some issues with punctuation/capitalization, it communicates control of overall correctness.

Instructional Implications
Teachers may use this sample during instruction to address such issues as:

- Developing insight within poetry
- Punctuation/capitalization in poetry
- Developing endings that leave the reader with a lasting impression

Grade 4 Training
Transactive

Dear Mom,

grammar

I have a problem with the family. Nobody gets outside and plays. Do you know what the family will become if we always sit in the house eating sandwiches? Well if you don't want that to happen any more, I got something that will change our family forever.

attempts to communicate with audience

grammar

attempts to establish and maintain a narrowed purpose

unelaborated idea development

transition

What I am trying to say is that we NEED a dog. You might be thinking "how is a dog going to help our health?" We have to get out and walk the dog three times a day. We will play with the dog all day. So we will get more exercise.

attempts complex sentences

irrelevant support

transition

correctness issue

Before you say NO! I will do anything you say. I will help old people, plant flowers, clean, fix things, walk other people's dogs, pet sit, and sale my old things.

usage

attempts to communicate with audience

lapse in focus

I will do everything the dog wants. I will pet him, feed him, clean the poop, walk him, water him, and give him baths. I will learn to be responsible.

some voice

Some awareness of audience's needs

Can we have a dog? It will be good for our health because we have to get out and play with the dog. I know we all don't want to eat sandwiches all day because we will become really fat.

- applies some characteristics of the genre (attempts persuasive reasons, attempts to address opposing viewpoints)
- some effective transitions
- demonstrates simple sentences with some attempts at complex
- simplistic word choice

Love,

A

3

Rationale for Training Piece

Transactive EntryTitle: Dear Mom
Grade: 4
Year Released: 2009

2 Content (2, 2, 2)

The writing attempts to establish a narrowed purpose when he/she refers to ". . . something that will change our family forever," then adds in the second paragraph " . . . we NEED a dog." However, lapses in focus occur when the writer fails to provide convincing reasons for getting a dog and how it will change the family forever. The writing demonstrates some awareness of audience's needs when stating "I will do everything the dog wants." The writer attempts to communicate with the audience, "Do you know what the family will become . . ." (a direct question) and addressing the audience directly "Before you say NO! . . ." Details and support are unelaborated. For example, the writer attempts to imply that "a dog is going to help our health," but provides very little support beyond ". . . we will get more exercise." The writing uses irrelevant details, "I will help old people, plant flowers, clean, fix things, walk other people's dogs, pet sit, and sale my old things." The writing applies some characteristics of the genre by attempting to provide persuasive reasons, ". . . we will get more exercise." The writing also attempts to address opposing viewpoints, "Before you say NO! I will do anything you say."

2 Structure (2, 2, 2)

Organization is logical and can be followed. However, lack of idea development attributes to lapses in coherence. Irrelevant support (the third paragraph) and unorganized details confuse the reader. Some effective transitions are used, "What I am trying to say . . ." and "Before you say NO! . . ." The writer uses simple sentences with attempts to include more complex sentences, but lacks control: "We will play with the dog all day. So we will get more exercise" and "Before you say NO! I will do anything you say."

2 Conventions (2, 2, 2)

The writing demonstrates some grammatical and usage errors that do not interfere with communication. Word choice is simplistic throughout the piece (*good, got, better, get out)*. The writing demonstrates some control of correctness. Errors do not interfere with communication.

Instructional Implications
Teachers may use this sample during instruction to address such issues as:

- Providing and supporting persuasive arguments
- Organizing ideas and support in a persuasive letter
- Using graphic organizers to identify relevant and irrelevant details