

Developing Writing Through Grammar. Level 3

ELC-6004

COMMON CORE STANDARDS

L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
4. Provide a concluding statement or section.

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7

Conduct short research projects that build knowledge about a topic.

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].”).
2. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).