

**Target Assessment: 4th Grade  
Testing Guidelines: Form B**

| Benchmark tested                                 |      |      | SLE      | We have noted which SLEs have been assessed on prior 4th Grade Literacy Exams, but would caution teachers to pay close attention to all SLEs since others may be included in future exams. Also, those not appropriate to paper-pencil exams provide the foundation for testable items. | 1st Qtr         | 2nd Qtr         | 3rd Qtr          | 4th Qtr |
|--|------|------|----------|---|-----------------|-----------------|------------------|---------|
| 2006   | 2007 | 2008 |          |   | Narra -<br>tive | Expo-<br>sitory | Persua-<br>sive  | all     |
| <b>Pretest and Posttest: Literary and Poetry</b> |      |      |          |   |                 |                 |                  |         |
| <b>WRITING</b>                                   |      |      |          |   |                 |                 |                  |         |
|  |      |      | W.4.4.1  | Organize writing to convey a central idea   | T               |                 |                  |         |
|  | 6    |      | W.4.4.2  | Focus on one aspect of a topic  | T               |                 |                  |         |
| 8  |      |      | W.4.4.3  | Select relevant information from a variety of sources   |                 | T               |                  |         |
|  | 2    |      | W.4.4.4  | Use available technology to collect information for writing   |                 |                 | NT               |         |
|  |      |      | W.4.4.5  | Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text  |                 | T               |                  |         |
|  |      |      | W.4.4.6  | Create an introduction that hooks the reader  | T               |                 |                  |         |
|  |      |      | W.4.4.7  | Write several related paragraphs on the same topic  |                 |                 | NT               |         |
| 3  |      |      | W.4.4.8  | Develop strong closure  | T               |                 |                  |         |
|  |      |      | W.4.4.9  | Draft information collected during reading and/or research into writing   |                 |                 | NT               |         |
|  |      |      | W.4.4.10 | Revise writing to utilize elements of style, including word choice and sentence variation   | T               |                 |                  |         |
|  |      |      | W.4.4.11 | Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences  |                 | T               |                  |         |
|  |      |      | W.4.4.12 | Select a revision checklist to independently revise writing   |                 |                 | NT               |         |
|  |      |      | W.4.4.13 | Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist   | T               |                 |                  |         |
|  |      |      | W.4.4.14 | Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)  | T               |                 |                  |         |
|  |      |      | W.4.4.15 | Use available technology for publishing   | T               |                 |                  |         |
|  |      |      | W.4.4.16 | Select pieces for a writing portfolio that demonstrate abilities to write in different genres for different audiences, purposes, and formats  |                 |                 | T                |         |
| 4, 6   |      |      | W.5.4.1  | Write for a general audience (i.e., newspaper and website, etc.)  | T               |                 |                  |         |
|  |      |      | W.5.4.2  | Write to define, clarify, develop ideas, and express creativity   | T               |                 |                  |         |
|  |      |      | W.5.4.3  | Record reactions to personal and school related experiences   | T               |                 |                  |         |
|  |      |      | W.5.4.4  | Write daily   |                 |                 | NT               |         |
|  |      |      | W.5.4.5  | Write informational text of at least three paragraphs on one topic using three sources of information   |                 |                 | NT               |         |
|  |      |      | W.5.4.6  | Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion  | T               |                 |                  |         |
|  |      |      | W.5.4.7  | Write free verse and limericks  |                 |                 |                  | T       |
|  |      |      | W.5.4.8  | Write mysteries and realistic fiction   | T               |                 |                  |         |
|  |      |      | W.5.4.9  | Write summaries based on the main idea of a reading selection and its most significant details  | T               | T               | T                | T       |
|  |      |      | W.5.4.10 | Write on demand to a specified prompt within a given time frame   |                 |                 | NT               |         |
|  | 1    |      | W.6.4.1  | Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.)   | T               |                 |                  |         |
| 7  | 5    |      | W.6.4.2  | Eliminate run-on sentences  | T               |                 |                  |         |
|  |      |      | W.6.4.3  | Create sentences with compound subjects, verbs, and objects   | T               |                 |                  |         |
|  |      |      | W.6.4.4  | Embed subordinating ideas in sentences (i.e., prepositional structures and infinitives, etc.)   |                 | Prep.<br>T      | Infinitives<br>T |         |
|  | 8    | 2    | W.6.4.5  | Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech  | T               |                 |                  |         |
|  |      |      | W.6.4.6  | Maintain appropriate tense throughout text  | T               |                 |                  |         |
|  |      |      | W.6.4.7  | Include prepositional phrases in writing  |                 | T               |                  |         |