

# Missouri Writing and Language Standards

GRADE 4



## Writing 1

Apply a writing process to develop a text for the audience and purpose.

Standard		Top Score Writing Lessons
<p>A</p> <p><b>Prewriting</b> 6-12 Correlation Writing 2A</p>	<p>Follow a writing process to plan a first draft by:</p> <ol style="list-style-type: none"> <li>selecting a genre appropriate for conveying the purpose to an intended audience</li> <li>formulating questions related to the topic</li> <li>accessing prior knowledge or building background knowledge related to the topic</li> <li>using a prewriting strategy</li> </ol>	<p>Lessons 1-3, 23-26, 49-52, 75-76, 96-97</p>
<p>B</p> <p><b>Draft</b> 6-12 Correlation Writing 2A</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <ol style="list-style-type: none"> <li>generating the main idea to support a multiple-paragraph text, using a variety of sentence types, including compound</li> <li>establishing and supporting the main idea with an overall topic sentence at, or near, the beginning of the first paragraph</li> <li>categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs</li> <li>addressing an appropriate audience</li> </ol>	<p>Lessons 5-14, 27-41, 53-67, 77-85, 93, 99-101, 105-106</p>
<p>C</p> <p><b>Revise/Edit</b> 6-12 Correlation Writing 3A</p>	<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ol style="list-style-type: none"> <li>develop and strengthen writing by revising                             <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• beginning/middle/end</li> <li>• details/facts (from multiple sources, when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul> </li> <li>edit for language conventions</li> </ol>	<p>Lessons 19, 21, 43, 45, 47, 69, 71, 73, 87, 89, 90, 94-95, 103</p>
<p>D</p> <p><b>Produce/Publish and Share Writing</b> 6-12 Correlation Writing 2A</p>	<p>With assistance from adults/peers:</p> <ol style="list-style-type: none"> <li>use technology, including the Internet, to produce and publish writing</li> <li>demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting</li> </ol>	<p>Teacher-directed</p>

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## Writing 2

Compose well-developed writing texts for audience and purpose.

Standard		Top Score Writing Lessons
<p>A</p> <p><b>Opinion/ Argumentative 6-12 Correlation Writing 2A</b></p>	<p>Write opinion texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic or text being studied, using an introductory paragraph</li> <li>b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</li> <li>c. use specific and accurate words that are related to the topic, audience, and purpose</li> <li>d. contain information using the student's original language except when using a direct quotation from a source</li> <li>e. reference the name of the author(s) or name of the source used for details or facts included in the text</li> <li>f. use transitions to connect opinion and reason</li> <li>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</li> </ul>	<p>Lessons 53-68, 70, 72, 74, 95, 107, 109, 111</p>
<p>B</p> <p><b>Informative/ Explanatory 6-12 Correlation Writing 2A</b></p>	<p>Write informative/ explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic using a topic sentence in an introductory paragraph</li> <li>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</li> <li>c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</li> <li>d. contain information using the student's original language except when using direct quotations from a source</li> <li>e. use transitions to connect categories of information</li> <li>f. use text structures when useful</li> <li>g. create a concluding paragraph related to the information</li> </ul>	<p>Lessons 27-42, 44, 46, 48, 108, 110, 112</p>
<p>C</p> <p><b>Narrative/Literary 6-12 Correlation Writing 2A</b></p>	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> <li>a. establish a setting and situation/topic and introduce a narrator and/or characters</li> <li>b. use narrative techniques, such as dialogue, motivation, and descriptions</li> <li>c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end</li> <li>d. use a variety of transitions to manage the sequence of events</li> <li>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</li> </ul>	<p>Lessons 77-86, 88</p>



## Writing 3

Gather, analyze, evaluate, and use information from a variety of sources.

Standard		Top Score Writing Lessons
<p>A</p> <p><b>Research Process 6-12 Correlation Writing 1A</b></p>	<p>Apply research process to:</p> <ol style="list-style-type: none"> <li>a. generate a list of subject-appropriate topics</li> <li>b. create a research question to address relevant to a chosen topic</li> <li>c. identify a variety of relevant sources, literary and informational</li> <li>d. use organizational features of print and digital sources efficiently to locate information</li> <li>e. convert graphic/visual data into written notes</li> <li>f. determine the accuracy of the information gathered</li> <li>g. differentiate between paraphrasing and plagiarism when using ideas of others</li> <li>h. record bibliographic information from sources according to a standard format</li> <li>i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</li> </ol>	<p>Text sets and digital curriculum</p>

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## Language 1

Communicate using conventions of the English language.

	Standard	Top Score Writing Lessons
<p style="text-align: center;">A</p> <p style="text-align: center;"><b>Grammar 6-12 Correlation Writing 3A</b></p>	<p>In speech and written form, apply standard English grammar to:</p> <ol style="list-style-type: none"> <li>a. use the "be" helping verbs with "-ing" verbs</li> <li>b. use and order adjectives within sentences to conventional patterns</li> <li>c. use progressive verbs to show past, present, and future</li> <li>d. use adverbs in writing</li> <li>e. use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns</li> <li>f. use prepositions correctly in a sentence</li> <li>g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions</li> <li>h. produce and expand the complete simple and compound four types of sentences</li> <li>i. correct sentence fragments and run-on sentences in writing</li> </ol>	<p style="text-align: center;">Grammar Lessons 1-58</p>
<p style="text-align: center;">B</p> <p style="text-align: center;"><b>Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A</b></p>	<p>In the written text:</p> <ol style="list-style-type: none"> <li>a. write legibly</li> <li>b. punctuate a dialogue between two or more characters</li> <li>c. insert a comma before a coordinating conjunction in a compound sentence</li> <li>d. capitalize proper adjectives</li> <li>e. use correct capitalization</li> <li>f. spell words with suffixes by dropping or leaving the final e</li> <li>g. spell words ending in the long e sound</li> <li>h. alphabetize reference sources</li> <li>i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context</li> </ol>	<p>a./b./c./d./e./f. Incorporated into daily writing lessons and teacher-led videos</p> <p>Grammar Lessons 1-58</p> <p>g./h./i. Not addressed</p>