

# Writing Standards

GRADE 4



## Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Section 3 Lessons 46-68, 104, 106, 108
	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Lessons 48-49
	b. Provide reasons that are supported by facts and details.	Lessons 46-48, 50-52, 54-59
	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	Lesson 63
	d. Provide a concluding statement or section related to the opinion presented.	Lessons 53, 60
2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Section 2 Lessons 23-45, 105, 107, 109
	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Lessons 23-27
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Lessons 26-29, 31-36
	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	Lesson 40
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Lessons 27, 34-36
	e. Provide a concluding statement or section related to the information or explanation presented.	Lessons 30, 37
3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Section 4 Lessons 69-83
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Lessons 69-74
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations	Lesson 78-79
	c. Use a variety of transitional words and phrases to manage the sequence of events.	Lesson 76
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Lesson 78
	e. Provide a conclusion that follows from the narrated experiences or events.	Lesson 74

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## Production and Distribution of Writing

Standard Code	Standard	Top Score Writing Lessons
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).	Lessons 41-45, 61-68, 80-83
5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).	Lessons 23-24, 39, 42, 44, 46-47, 62, 65, 67, 69-70, 81, 83
6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	Teacher directed

## Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Various text sets on topics
8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	Lessons 28-29, 32-33, 51-52, 56, 90, 91, 95
9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.	Lessons 31-33, 54-56, 91, 95

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## Range of Writing

Standard Code	Standard	Top Score Writing Lessons
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Section 5 Lessons 38-45, 61-68, 104-109