

Writing Standards

GRADE 4



Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

Standard Code	Standard	Top Score Writing Lessons
4.W.1	Write persuasive compositions in a variety of forms that:	Lessons 49-74, 95, 105, 107, 109
	a. In an introductory statement, clearly state an opinion to a particular audience.	Lessons 53-54, 99
	b. Support the opinion with facts and details from various sources, including texts.	Lessons 56-58, 60-65
	c. Use an organizational structure to group related ideas that support the purpose.	Lessons 51-52, 56, 59, 60-65, 96
	d. Connect opinion and reasons using words and phrases.	Lesson 55, 67, 94-95
	e. Provide a concluding statement or section related to the position presented. (E)	Lessons 59, 66, 100
4.W.2	Write informative compositions on a variety of topics that:	Lessons 23-48, 92-94, 96-101, 103, 106, 108, 110
	a. Provide an introductory paragraph with a clear main idea.	Lessons 27-28, 99
	b. Provide supporting paragraphs with topic and summary sentences.	Lessons 29-30, 33-34, 38, 101, 106
	c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	Lessons 30-32, 34, 35-39, 98, 101, 103
	d. Connect ideas using words and phrases.	Lessons 29, 41, 94
	e. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	Teacher-directed
	f. Use language and vocabulary appropriate to the audience and topic.	Lessons 23-48, 92-94, 96-101, 103, 106, 108, 110
	g. Provide a concluding statement or section. (E)	Lessons 33, 40, 100

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4.W.3	Write narrative compositions in a variety of forms that:	Lessons 75-89
	a. Establish an introduction with context to allow the reader to imagine the world of the event or experience.	Lessons 77-78
	b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	Lessons 76, 79, 81-82
	c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	Lessons 79, 81, 84-85
	d. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	Lesson 84
	e. Provide an ending that follows the narrated experiences or events. (E)	Lesson 80
4.W.4	Apply the writing process to:	
	a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	Lessons 1-4, 10, 19, 21, 23-26, 43, 45, 47, 49-52, 69, 71, 73, 75-76, 83, 87, 89, 90
	b. Use technology to interact and collaborate with others to produce and publish legible documents.	Teacher-directed
4.W.5	Conduct research on a topic.	
	a. Identify a specific question to address (e.g., What is the history of the Indy 500?).	Teacher-directed using text sets
	b. Use organizational features of print and digital sources to efficiently locate further information.	
	c. Determine the reliability of the sources.	
	d. Summarize and organize information in their own words, giving credit to the source.	
	e. Present the research information, choosing from a variety of formats. (E)	

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4.W.6	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. b. Verbs – I. Writing sentences that use progressive verb tenses. II. Recognizing and correcting inappropriate shifts in verb tense. III. Using modal auxiliaries (e.g., can, may, must). c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence. d. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. e. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)	Grammar Slides 5-28, 33-60, 69-72, 81-144, 157-160, 165-181, 206-213, 229-245
4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. b. Punctuation – I. Correctly using apostrophes to form possessives and contractions. II. Correctly using quotation marks and commas to mark direct speech. III. Using a comma before a coordinating conjunction in a compound sentence. c. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)	Grammar Slides 1-4, 49-52, 61-64, 73-80 141-164, 182-189