



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

Standard Code	Standard	Top Score Writing Lessons
A	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy	Lessons 2-4, 25-26, 51-52, 76, 96-97
B	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience	Lessons 5-14, 27-40, 53-66, 77-81, 84-85, 98-101, 103
C	Reread, revise, and edit drafts with assistance to: a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic)	Lessons 10, 19, 21, 43, 45, 47, 69, 71, 73, 87, 89, 90

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	• sentence structure • transitions • audience and purpose • voice	
	b. edit for language conventions	
D	With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	Teacher-directed

2.) Compose well-developed writing texts for the audience and purpose.

Standard Code	Standard	Top Score Writing Lessons
A	Write opinion texts that:	
	a. introduce a topic or text being studied, using an introductory paragraph	Lessons 53-54, 99
	b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details	Lessons 55-58, 60-65
	c. use specific and accurate words that are related to the topic, audience, and purpose	Lessons 55-58, 60-65, 95
	d. contain information using student's original language except when using direct quotations from a source	Lessons 63, 65
	e. reference the name of the author(s) or name of the source used for details or facts included in the text	Lessons 57-58
	f. use transitions to connect opinion and reason	Lessons 67, 94
	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	Lessons 53-66, 100

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B	Write informative/explanatory texts that:	
	a. introduce a topic using a topic sentence in an introductory paragraph	Lessons 27-28, 99
	b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	Lessons 29-39, 98, 101, 103
	c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	Lessons 29-39, 98, 101
	d. contain information using student's original language except when using direct quotations from a source	Lessons 37, 39
	e. use transitions to connect categories of information	Lessons 41, 94
	f. use text structures when useful	Lessons 27-40
C	g. create a concluding paragraph related to the information	Lessons 33, 40, 100
	Write fiction or non-fiction narratives and poems that:	
	a. establish a setting and situation/topic, and introduce a narrator and/or characters	Lessons 77-78
	b. use narrative techniques, such as dialogue, motivation, and descriptions	Lessons 79, 81, 84-85
	c. organize an event sequence that unfolds naturally to establish a beginning/middle/end	Lessons 76-80
	d. use a variety of transitions to manage the sequence of events	Lesson 82
	e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	Lessons 77-82, 84-85



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

Standard Code	Standard	Top Score Writing Lessons
A	Apply the research process to: a. generate a list of subject-appropriate topics b. create a research question to address relevant to a chosen topic c. identify a variety of relevant sources, literary and informational d. use organizational features of print and digital sources efficiently to locate information e. convert graphic/visual data into written notes f. determine the accuracy of the information gathered g. differentiate between paraphrasing and plagiarism when using the ideas of others h. record bibliographic information from sources according to a standard format i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria	Lessons 1-4, 23-26, 31-32, 35-36, 49-52, 57-58, 61-62, 96-97