



Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
CC.4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Lessons 49-74, 107, 109
	1a. 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 51-54, 96-97, 99
	1b. Provide reasons that are supported by facts and details.	Lessons 55-58, 60-65, 98, 101, 103
	1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Lessons 55, 67, 94-95
	1d. Provide a concluding statement or section related to the opinion presented.	Lessons 59, 66, 100
CC.4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Lessons 23-48, 108, 110
	2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension.	Lessons 25-29, 96-97, 99
	2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Lessons 30-32, 34-39, 98, 101, 103
	2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Lessons 29, 41, 94
	2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Lesson 103
	2e. Provide a concluding statement or section related to the information or explanation presented.	Lessons 33, 40, 100

Writing Standards

GRADE 4



CC.4.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Lessons 75-89
	3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Lessons 77-78
	3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Lessons 79, 84-85
	3c. Use a variety of transitional words and phrases to manage the sequence of events.	Lesson 82
	3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Lessons 84-85
	3e. Provide a conclusion that follows from the narrated experiences or events.	Lesson 80

Production and Distribution

Standard Code	Standard	Top Score Writing Lessons
CC.4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)	Lessons 1-4, 23-26, 49-52, 76, 96-97
CC.4.W.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 on page 29.)	Lessons 2-4, 10, 19, 21, 25-26, 43, 45, 47, 51-52, 69, 71, 73, 76, 87, 89, 90, 96-97
CC.4.W.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 type a minimum of one page in a single sitting.	Teacher-directed



Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
CC.4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Text sets
CC.4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Lessons 25-26, 30-32, 34-39, 51-52, 55-58, 60-65, 96-98, 101
CC.4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Lessons 30-32, 34-36, 38, 56-58, 60-62, 64
	9a. Apply Grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	Lessons 75-89
	9b. Apply Grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).	Lessons 23-74

Range of Writing

Standard Code	Standard	Top Score Writing Lessons
CC.4.W.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.	Lessons 1-110