

Grade 4 Writing Standards



OHIO

Writing Foundations

Standard Code	Standard	Top Score Writing Lessons
WF.4.1	Write legibly in manuscript and/or cursive. a. Write letters legibly to focus attention on composing ideas rather than forming letters. b. Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	Teacher-directed expectation
WF.4.2	Encode words, aligned with scope and sequence of adopted HQIM, such as: a. Multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, consonant -le, and schwa b. Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes c. High-frequency words, using predictable, decodable phoneme-grapheme correspondences d. Homophones (e.g., to, two, too)	Teacher-directed expectation
WF.4.3	Write complete sentences that demonstrate knowledge of conventions. a. Use relative pronouns who, whose, which and that, relative adverbs where, when, and how, and irregular possessive nouns. b. Form and use the progressive verb tenses (e.g., she is talking, she was talking, she will be talking). c. Use modal auxiliary verbs to convey various conditions (e.g., can, could, may, might, must, shall, should, will, and would).	Grammar: Days 21-26, 35-36, 55-56, 99-100 (relative adverbs and modal auxiliaries not addressed)

Writing

Standard Code	Standard	Top Score Writing Lessons
W.4.1	Write opinion pieces that include: a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons supported by evidence or examples from the text(s); d. A concluding statement; e. Organizational structure to support the writer's purpose; f. Linking words and phrases; g. Relevant vocabulary; h. Sentence variety; and i. Grade-level phonics-based spelling.	49-74 (spelling not addressed)
W.4.2	Write informative/explanatory pieces that include: a. An introduction with a clear topic sentence; b. Facts, definitions, details, quotations and/or examples from the text(s) to develop the topic; c. A concluding statement; d. Organizational structure to support the writer's purpose; e. Linking words and phrases; f. Relevant vocabulary; g. Sentence variety; and h. Grade-level phonics-based spelling.	1-48 (spelling not addressed)

Writing (continued)

Standard Code	Standard	Top Score Writing Lessons
W.4.3	Write narratives that develop real or imagined sequenced events including: a. An introduction; b. A situation with a narrator and/or characters; c. Dialogue and description of experiences and events; d. A conclusion; e. Organizational structure to support the writer's purpose; f. Transitional words and phrases; g. Descriptive and/or sensory details; h. Sentence variety; and i. Grade-level phonics-based spelling.	75-89 (spelling not addressed)
W.4.4	Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	1-110
W.4.5	With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	10, 19, 21, 43, 45, 47, 69, 71, 73, 83, 87, 89
W.4.6	With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	—
W.4.7	Engage in brief research projects, collaboratively and independently, that investigate different aspects of a topic by: a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety.	—
W.4.8	Recall relevant information from personal experiences or gather relevant information from sources to: a. Take notes; b. Categorize information; c. Answer a specific question in writing; and d. Provide a list of sources.	1-74, 98 (source list not addressed)
W.4.9	Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.	31-39, 57-65, 98
W.4.10	Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	1-110