

Writing Grade Expectations: Grade 4

Standard 1.5: Writing Dimensions

Writing Process

W4: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Standard 1.6: Writing Conventions

Writing Conventions

W4: 2 In independent writing, students demonstrate command of appropriate English conventions by...

- Identifying grammatical errors, when given examples

EXAMPLES: “he don’t”; “Him and me went”

W-4-9.1

- Applying basic capitalization rules

EXAMPLES: names, proper nouns, titles

W-4-9.2

- Using commas correctly in dates and in a series (Note: Either form is correct—*x, y, and z* or *x, y and z*)

W-4-9.3

- Using *end* punctuation correctly in a variety of sentence structures

W-4-9.4

W4: 3 In independent writing, students demonstrate command of conventional English spelling by...

- Applying spelling knowledge in proofreading and editing of writing

- Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system

EXAMPLES: consonant doubling, change *y* to *i*, drop silent *e*, spelling rules for affixes

W-4-9.5

- Using within-word patterns and common syllable patterns to correct spelling (e.g., common and less frequent vowel teams (e.g., *igh*, *au*, *aw*, *ea* for short *e*, *r*-controlled syllables, consonant-*le* syllables, vowel-consonant-silent *e*, and open syllables with multisyllabic words)

Standard 5.18: Structures

Structures of Language

W4: 4 Students demonstrate command of the structures of the English language by...

- Writing a variety of simple complete simple and compound sentences

W-4-1.1

- Using the paragraph form: indenting, main idea, supporting details

W-4-1.2

Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

Writing in Response to Literary or Informational Text

W4: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- Selecting appropriate information to set background/context

EXAMPLE (of providing context): When introducing a character, making sure the reader understands who the character is

W-4-2.1

- Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts
W-4-2.3

W4: 6 In response to literary or informational text students make and support analytical judgments about text by...

- Stating and maintaining a focus (purpose) when responding to a given question
W-4-3.1
- Using specific details and references to text to support focus
W-4-3.3
- Making inferences about content, events, characters, setting, or common themes
EXAMPLE (of theme): “Honesty isn’t always easy.”
W-4-3.2

W4: 7 In response to literary or informational text, students engage readers by...

- Organizing ideas, using transition words/phrases, and writing a conclusion
W-4-3.4

Standard 1.8: Reports

Standard 1.19: Research

Informational Writing: Reports

W4: 8 In reports, students organize information by...

- Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)
W-4-6.1
- Writing an introduction that sets the context (including materials list in procedures)
W-4-6.2
- Using transition words or phrases
W-4-6.3
- Writing a conclusion
W-4-6.4
- Listing sources at end of a report, if appropriate

W4: 9 In reports, students effectively convey a perspective on a subject by...

- Establishing a topic (purpose)
- Stating and maintaining a focus/controlling idea on a topic
W-4-7.2

W4: 10 In reports, students demonstrate use of a range of elaboration strategies by...

- Including facts and details relevant to focus/controlling idea
W-4-8.2
- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images
W-4-8.3

Standard 1.9: Narratives

Standard 5.11: Literary Elements and Devices

Expressive Writing: Narratives

W4: 11 In written narratives, students organize and relate a story line plot/series of events by...

- Creating a clear, understandable story line with a beginning, middle, and end
W-4-4.1
- Establishing a problem and solution
W-4-4.2

W4: 12 Students demonstrate use of narrative strategies by...

- Using relevant and descriptive details W-4-5.1
- Identifying characters W-4-5.3

Standard 1.10: Procedures

Informational Writing: Procedures

W4: 13 In written procedures, students organize steps of procedures by...

- Providing a purpose for the procedure with clear directions and explanations W-4-7.2
- Using numbering, words, or phrases to arrange the steps in a logical manner W-4-6.3
- EXAMPLES: “and then I would,” “after that,” “later on”
- Using details that help the reader understand the process W-4-8.2 and W-4-8.3
- Providing a list of materials to be used, if appropriate W-4-6.2
- Providing a conclusion W-4-6.4

W4: 14 In written procedures, students anticipate the readers’ needs by...

No GLE at this grade level

Standard 1.11: Persuasive Writing

Informational Writing: Persuasive Writing

W4: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W4: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

Standard 1.12: Personal Essay

Expressive Writing: Reflective Essay

W4: 17 In reflective writing, students make connections between personal experiences and ideas by...

- Using details to establish place, time, and situation (purpose)
- Establishing focus, when responding to a given question or idea
- Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings questioning, comparing, or connecting
- Having coherent organization

Standard 1.23: Poetry

Standard 5.11: Literary Elements and Devices

Expressive Writing: Poetry

W4: 18 In writing poetry, demonstrate awareness of purpose by...

- Establishing a clear topic or focus (purpose)
- Writing poems that express feeling

W4: 19 In writing poetry, use language effectively by...

- Using sensory details and multisensory images
- Using simple poetic forms

EXAMPLES: limericks, formula poems, acrostics