

Grade 4
Writing Support Materials for Standards Based Report Card

Report Card Indicators	Common Core Standards	4th Grade Level Expectations
Language & Word Study		
<p>Uses capitalization and punctuation correctly (including commas and quotation marks)</p>	<p>L.4.2 - Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> ● Use correct capitalization. ● Use correct punctuation at the end of sentences. ● Use commas and quotation marks to mark direct speech and quotations from a text. ● Use a comma before a coordinating conjunction in a compound sentence. ● Capitalize holidays, product names and geographic names. Uses commas in greetings and closings of letters ● uses an apostrophe to form contractions and frequently occurring possessives
<p>Demonstrates an understanding of standard grammar and usage</p>	<p>L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> ● Use relative pronouns (who, whose, whom, which, that, and relative adverbs (where, when, why). ● Form and use the progressive (e.g., I was walking, I am walking; I will be walking) verb tenses. ● Use modal auxiliaries (e.g., can, may, must) to convey various conditions. ● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). ● Form and use prepositional phrases. ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

		<ul style="list-style-type: none"> ● Correctly use frequently confused words (e.g., to, too, two, there, their). ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● Compare formal and informal uses of English
Learns and applies spelling strategies	L.4.2 - Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing	<ul style="list-style-type: none"> ● Spell grade-appropriate words correctly, consulting references as needed. ● Generalizes learned spelling patterns when writing words (cage-badger; boy-boil)
Writing Skills and Expectations	Standards	Students will be able to...
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information	W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information	<ul style="list-style-type: none"> ● Introduce a topic or text clearly, state an opinion, can create an organizational structure in which related ideas are grouped to support the writer's purpose. ● Provide reasons that are supported by facts and details. ● -Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). ● Provide a concluding statement or section related to the opinion presented.
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly	W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> ● Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. ● Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

		<ul style="list-style-type: none"> ● Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Provide a concluding statement or section related to the information or explanation presented.
Writes narratives to develop real or imagined experiences or events	W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> ● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. ● Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ● Provide a conclusion that follows from the narrated experiences or events.
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience	W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	<ul style="list-style-type: none"> ● Organize text into paragraphs. ● Compose an introductory paragraph. ● Compose a satisfying conclusion. ● Use writer's craft. ● Use transitions to help sequence. ● Use correct mechanics, spelling and grammar.
Shows evidence of planning, revising, editing and rewriting	W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	<ul style="list-style-type: none"> ● Use a planning strategy or graphic organizer. ● Incorporate strategies taught during writer's workshop to revise writing. ● Incorporate suggestions from writing conferences.

	and editing.	<ul style="list-style-type: none"> ● Use editing checklist to edit text after revisions.
Uses technology to produce and publish writing as well as to interact and collaborate with others	W.4.6 - With some guidance and support from adults, use technology, including the Internet, to produce a publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of on page in a single sitting.	<ul style="list-style-type: none"> ● Compose text using computer or iPad (Word, Pages, Google Docs, etc.) ● Utilize tools available in app or software to enhance text. ● Share drafts for peer revising or editing.
Conducts research projects using several sources	W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> ● Use questions to guide research ● Use print and/or internet to find answers to questions.
Recalls, summarizes and paraphrases relevant information.	W.4.8 - 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.	<ul style="list-style-type: none"> ● Gather relevant information to answer questions. ● Categorize information that that has been collected. ● List sources used to gather information.
Draws evidence from literary or informational texts to support analysis, reflection, and research.	W4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and	<ul style="list-style-type: none"> ● Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or

	<p>research</p>	<p>actions].”).</p> <ul style="list-style-type: none"> ● 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”).
<p>Writes routinely over extended time</p>	<p>W.4.10 - 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.</p>	<ul style="list-style-type: none"> ● Use writing workshop time productively