

READINESS STANDARDS - Writing Grade 4

(4.15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by categorizing ideas and organizing them into paragraphs	Draft, Paragraph
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience	Revise, Coherence
(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]	Edit, Draft, Grammar, Mechanics

(4.17) **Writing.** Students write about their own experiences. Students are expected to

(A) write about important personal experiences	Personal experience
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(4.18) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) create brief compositions (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement	Composition, Essay
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(4.20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking	Parts of speech
(B) use the complete subject and the complete predicate in a sentence	Simple sentence, Compound sentence, Complete subject, Complete predicate

(4.21) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use capitalization	Capitalization
(C) recognize and use punctuation marks	Punctuation mark

(4.22) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell words with more advanced orthographic patterns rules	Pattern
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SUPPORTING STANDARDS - Writing Grade 4

(4.18) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) create brief compositions that (i) establish a central idea in a topic sentence

Central idea, Topic sentence

(A) create brief compositions that (ii) include supporting sentences with simple facts, details, and explanations

Fact, Detail, Explanation

(A) create brief compositions that (iii) contain a concluding statement

Concluding statement

(4.20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs)

Perfect tense, Progressive tense, Participle

(4.20) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)

Perfect tense, Progressive tense, Participle

(4.20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)

Adjective, Comparative, Superlative

(4.20) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)

Adverb, Frequency, Intensity

(4.20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details

Prepositional phrase

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(4.20) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vi) reflexive pronouns (e.g., myself, ourselves)

Reflexive pronoun

(4.20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vii) correlative conjunctions (e.g., either/or, neither/nor)

Correlative conjunction

(4.20) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (viii) use time-order transition words and transitions that indicate a conclusion

Time-order transition word, Conclusion

(4.20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to

(C) use complete simple and compound sentences with correct subject-verb agreement

Simple sentence, Compound sentence, Subject-verb agreement

(4.21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use capitalization (i) historical events and documents

Historical, Document

(B) use capitalization (ii) titles of books, stories, and essays

Essay

(B) use capitalization (iii) historical events and documents

Race, Nationality

(C) recognize and use punctuation marks (i) commas in compound sentences

Compound sentence

(C) recognize and use punctuation marks (ii) quotation marks

Quotation marks, Quotations

(4.22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(A) spell words with more advanced orthographic patterns rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es)

Plural

(A) spell words with more advanced orthographic patterns rules: (ii) irregular plurals (e.g., man/men, foot/feet, child/children)

Irregular plural

(A) spell words with more advanced orthographic patterns rules: (iii) double consonants in middle of words

Consonant

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(4.22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(A) spell words with more advanced orthographic patterns rules: (iv) other ways to spell sh (e.g., -ion, -ment, -clan)	Initial, Medial, Final
(A) spell words with more advanced orthographic patterns rules: (v) silent letters (e.g., knee, wring);	Silent
(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-)	Base word, Root word, Suffix, Prefix, Affix
(C) spell commonly used homophones (e.g., there, they're, their; two, too, to)	Homophones
(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings	Pattern, Rule