

# Writing Standards

## Grade 4

### 1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### *Organization and Focus*

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:

a. Provide an introductory paragraph.

b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

c. Include supporting paragraphs with simple facts, details, and explanations.

d. Conclude with a paragraph that summarizes the points.

e. Use correct indentation.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

#### *Penmanship*

1.4 Write fluidly and legibly in cursive or joined italic.

#### *Research and Technology*

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer

terminology (e.g., cursor, software, memory, disk drive, hard drive).

### *Evaluation and Revision*

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:

- a. Demonstrate an understanding of the literary work.
- b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

## **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

### *Sentence Structure*

1.1 Use simple and compound sentences in writing and speaking.

1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

### *Grammar*

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

### *Punctuation*

1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

1.5 Use underlining, quotation marks, or italics to identify titles of documents.

### *Capitalization*

1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

### *Spelling*

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. a. Provide a context within which an action takes place.

b. Include well-chosen details to develop the plot.

c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:

a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.

b. Include the date, proper salutation, body, closing, and signature.

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### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### *Sentence Structure*

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

#### *Grammar*

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

#### *Punctuation*

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

#### *Capitalization*

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

#### *Spelling*

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., *hair-hare*). 1.9 Arrange words in alphabetic order.