

Grade 4 Writing Standards – New California Common Core Standards

Source: www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp

Text Types and Purposes		
4. W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
4. W 1a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
4. W 1b.	Provide reasons that are supported by facts and details.	
4. W 1c.	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	
4. W 1d.	Provide a concluding statement or section related to the opinion presented.	
4. W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
4. W 2a.	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.	
4. W 2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
4. W 2c.	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	
4. W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
4. W 2e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.	
4. W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
4. W 3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
4. W 3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
4. W 3c.	Use a variety of transitional words and phrases to manage the sequence of events.	
4. W 3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
4. W 3e.	Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing		
4. W 4.	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
4. W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
4. W 6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	

These are the California Common Core writing and language standards from the CDE website reformatted and coded with checkbox by Knox Education . They are available on our website at knoxeducation.com inside the Standards Toolkit/Common Core Standards in each grade level, grades K-8.

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Research to Build and Present Knowledge		
4. W. 7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
4. W 8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase , and categorize information, and provide a list of sources.	
4. W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
4. W 9a.	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	
4. W 9b.	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	
Range of Writing		
4. W 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.	
Language: Conventions of Standard English		
4. L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4. L 1a.	<u>Write fluidly and legibly in cursive or joined italics.</u>	
4. L 1b.	Use interrogative relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	
4. L 1c.	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	
4. L 1d.	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	
4. L 1e.	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	
4. L 1f.	Form and use prepositional phrases.	
4. L 1g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
4. L 1h.	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	
4. L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
4. L 2a.	Use correct capitalization.	
4. L 2b.	Use commas and quotation marks to mark direct speech and quotations from a text.	
4. L 2c.	Use a comma before a coordinating conjunction in a compound sentence.	
4. L 2d.	Spell grade-appropriate words correctly, consulting references as needed.	

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Language: Knowledge of Language		
4. L 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
4. L 3a.	Choose words and phrases to convey ideas precisely.*	
4. L 3b.	Choose punctuation for effect.*	
4. L 3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Language: Vocabulary Acquisition and Use		
4. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.	
4. L 4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
4. L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	
4. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.	
4. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
4. L 5a.	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	
4. L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.	
4. L 5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
4. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	