



California Common Core Writing Standards and Anchor Papers

From original documents on California Department of Education website cde.ca.gov, in Appendix C of the Common Core Standards for English Language Arts.

Grade 4

These documents are also available on our website www.knoxeducation.com along with student standards checklists and 11x17 posters, as well as teaching units, mini lessons, tools, and resources.



Writing Standards for Grade 4

WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes		
<input type="checkbox"/>	4W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<input type="checkbox"/>	4W 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.
<input type="checkbox"/>	4W 1b.	Provide reasons that are supported by facts and details.
<input type="checkbox"/>	4W 1c.	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).
<input type="checkbox"/>	4W 1d.	Provide a concluding statement or section related to the opinion presented.

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes		
<input type="checkbox"/>	4W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<input type="checkbox"/>	4W 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.
<input type="checkbox"/>	4W 2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<input type="checkbox"/>	4W 2c.	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
<input type="checkbox"/>	4W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<input type="checkbox"/>	4W 2e.	Provide a concluding statement or section related to the information or explanation presented.

Narrative



WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes		
<input type="checkbox"/>	4W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<input type="checkbox"/>	4W 3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<input type="checkbox"/>	4W 3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<input type="checkbox"/>	4W 3c.	Use a variety of transitional words and phrases to manage the sequence of events.
<input type="checkbox"/>	4W 3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<input type="checkbox"/>	4W 3 e.	Provide a conclusion that follows from the narrated experiences or events.

Opinion/Argument Informative/Explanatory Narrative



WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard
Production and Distribution of Writing		
<input type="checkbox"/>	4W 4.	Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) 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.)
<input type="checkbox"/>	4W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<input type="checkbox"/>	4W 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.
Research to Build and Present Knowledge		
<input type="checkbox"/>	4W 7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<input type="checkbox"/>	4W 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.
<input type="checkbox"/>	4W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<input type="checkbox"/>	4W 9. a.	Apply grade 4 Reading standards 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].").
<input type="checkbox"/>	4W 9. b.	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").
Range of Writing		
<input type="checkbox"/>	4W 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.

Samples of Student Writing

Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

The range of accomplishment within each grade reflects differences in individual development as well as in the conditions under which the student writers were expected to work. Some of the samples were written in class or as homework; others were written for on-demand assessments; still others were the result of sustained research projects. Where possible, each sample includes information about the circumstances under which it was produced. The samples come from students in kindergarten through grade 12. The students attended school in a number of states and districts across the country.

At the lower grades, the samples include “opinion” writing, an elementary type of argument in which students give reasons for their opinions and preferences. Because reasons are required, such writing helps prepare students for drafting the arguments they will be expected to create beginning in grade 6.

Acknowledgment

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Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

Annotation

The writer of this piece

- **introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.**
 - *We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience.*
- **provides reasons that are supported by facts and details.**
 - *If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money . . . We will learn how to make a schedule with target dates . . . The preparation of the study guide will require lots of research and organization of information.*

- **links opinion and reasons using words and phrases.**
 - *The first thing to do . . . Next . . . Now, you are asking . . . Besides the fact . . .*
- **provides a concluding section related to the opinion presented.**
 - The final paragraph details possible objections to the field trip and argues against each one:

Now, you are asking why should I approve a trip to _____?. . . Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation.
- **demonstrates exemplary command of the conventions of standard written English.**
 - This piece has been edited by student response groups as well as by adults, so it is nearly flawless in terms of observing the conventions of standard written English.

Student Sample: Grade 4, Narrative

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: “One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens.”

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

“Don't you guys have somewhere to be?” I quizzed the cats.

“Meeeeeeooooow!” the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building . . . SLAM! WHACK! “Meeyow!” The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

“Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeeeease?” Zane whined.

“Oh, sure! We could all use some fresh air right now during class!” Mrs. Miller thoughtfully responded.

“Nooooooooo!” I screamed.

When the teacher opened the windows, the cats pounced into the building.

“It's a cat attack!” Meisha screamed

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

“Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?” Cade asked, adorably.

“Why not! Pet whichever one you want!” she answered.

“Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?” he asked the cats. None of them answered. They were all staring at me.

“Uh, hi?” I stammered.

Rrrriiiiiing! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

“Hey! Look over there!” Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane’s cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn’t I think of this before? I noticed.

“Hey Cade! Catch!”

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

“I’m in heaven!” he shrieked.

Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator and characters.**
 - *One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
- **organizes an event sequence that unfolds naturally.**
 - The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator’s shoes; the cats move toward him; he is delighted.
 - *. . . Tigger and Max were following me to school. Other cats joined in as well. . . . When I reached the school building . . . SLAM! WHACK! “Meeyow!” The door closed and every single cat flew and hit the door.*
- **uses dialogue and description to develop experiences and events or show the responses of characters to situations.**
 - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn . . .*
 - *Whew! Glad that’s over! I thought.*
 - *“Awww! Look at all the fuzzy kitties! They’re sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.*
- **uses a variety of transitional words and phrases to manage the sequence of events.**
 - *When I started out the door . . . As I walked on . . . When I reached the school building . . .*
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
 - *The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.*
 - *“Awww! Look at all the fuzzy kitties! They’re sooo cute! . . .*
- **provides a conclusion that follows from the narrated experiences or events.**
 - The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.
- **demonstrates exemplary command of the conventions of standard written English.**