

CCSS	Grade 4 Writing Standards	
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓
W.4.1a	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.	✓
W.4.1b	Provide reasons that are supported by facts and details.	✓
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	✓
W.4.1d	Provide a concluding statement or section related to the opinion presented.	✓
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓
W.4.2a	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.	✓
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓
W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	✓
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	✓
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	✓
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	✓
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	✓
<b>W.4.4</b>	Produce clear and coherent writing 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.)	✓
<b>W.4.5</b>	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.)	✓
<b>W.4.6</b>	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.	✓
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	✓
<b>W.4.8</b>	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.	✓
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
W.4.9a	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]").	✓
W.4.9b	Apply <i>grade 4 Reading standards</i> to literature (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	✓
<b>W.4.10</b>	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.	✓