CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. 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.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
d. Provide a concluding statement or section related to the opinion presented.

Essential Skills:

4.1.a 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.

- **Apply the prewriting and planning stages of the writing process to:**
  - Formulate an opinion.
  - Generate support that includes facts and details.
  - Paraphrase when taking notes from sources.
  - Group support by categories or ideas.
  - Link the support to the writing purpose and audience.
  - Anticipate an organizational structure (e.g, several paragraphs).

- **Draft an introduction that:**
  - Orients the reader to the topic or text.
  - States the point of view or opinion.
  - Addresses an audience and the writing purpose.
  - Utilize an organizational structure.

4.1.b Provide reasons that are supported by facts and details.

- **Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.**

- **Establish categories of support organized by ideas and their supporting facts, details, or other information.**
- **Draft the body to argue an opinion or point of view through effective organization of support.**
- **Establish the focus of each paragraph with a topic sentence.**
- **Organize paragraphs effectively (e.g., list, cause/effect, order of importance).**

4.1.c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

- **Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.**
  - Identify and explain relationships, including cause/effect, example.
  - Apply academic vocabulary to express relationships correctly.
  - Apply domain-specific vocabulary to clarify ideas.

4.1.d Provide a concluding statement or section related to the opinion presented.

- **Draft a conclusion that paraphrases the opinion or point of view.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure a clear statement of opinion supported by a list of reasons.
    Choose words and phrases for effect and to convey ideas precisely.

  - **Edit to correct errors in:**
    The use of linking words and phrases.
    Regular and irregular plural nouns and regular and irregular verbs.
    Subject-verb and pronoun-antecedent agreement.
    Capitalization.
    Inappropriate fragments and run-ons.
    Punctuation of compound sentences joined by a coordinating conjunction.
    Spelling of grade appropriate words, consulting references as needed.
    Conventional spelling of high frequency words.
  - **Consult reference materials and spelling patterns and generalizations to check and correct spellings.**

- **Prepare the final product for presentation and/or publication:**

- **Using word processing technology.**
- **Applying cursive handwriting skills nearly and legibly when handwriting is preferable or technology is unavailable.**
- **Delivering oral presentations.**

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. 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.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

Essential Skills:

4.2.a Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- **Apply the prewriting and planning stages of the writing process to:**
  - Gather information on a specific topic.
  - Paraphrase when taking notes from sources.
  - Group information by topic or idea.
  - Identify, select, and/or create supportive text features, as necessary.
  - Consider writing purpose and audience.

- **Draft an introduction that**:
  - Establishes the focus with a topic sentence.
  - Orients the reader to the topic.
  - Presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate).
  - Includes supportive text features, as necessary.
  - Handles copyrighted material appropriately.

4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- **Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information.**
  - Differentiate between a fact and an opinion.
  - Differentiate between relevant and irrelevant information when researching a specific topic.
  - Differentiate between a paraphrase and a direct quote.
  - Differentiate between a concrete detail and a more general or abstract idea.
  - Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order).
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

- **Apply an understanding that information can be categorized in a variety of different ways.**
- **Apply academic vocabulary to express relationships correctly.**
- **Apply domain-specific vocabulary to clarify ideas.**

4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

4.2.e Provide a concluding statement or section related to the information or explanation presented.

- **Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented.**

- **Apply the revision and editing stages of the writing process.**
  - **Revise to:**
    Ensure a clear statement of opinion supported by a list of reasons.
    Ensure that the narrative is fully developed and logically organized.
    Choose words and phrases for effect and to convey ideas precisely.
    Choose particular punctuation for effect.

- **Edit to correct errors in:**
  The use of linking words and phrases.
  Regular and irregular plural nouns and regular and irregular verbs.
  Subject-verb and pronoun-antecedent agreement.
  Capitalization.
  Inappropriate fragments and run-ons.
  Punctuation of compound sentences joined by a coordinating conjunction.
  Spelling of grade appropriate words, consulting references as needed.
  Conventional spelling of high frequency words.
- **Consult reference materials and spelling patterns and generalizations to check and correct spellings.**

- **Prepare the final product for presentation and/or publication including:**
  - Using word processing technology.
  - Applying cursive handwriting skills nearly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Benchmarks:

CLUSTER: TEXT TYPES AND PURPOSES

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Essential Skills:

4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- **Apply the prewriting and planning stages of the writing process to:**
  - Select and narrow an event or situation.
  - Identify the characters ,setting and the problem
  - Organize a plausible sequence of events.
  - Order the events by sequence.
  - Explain the problem.

- **Draft an introduction that**:
  - Orients the reader to the narrator and/or characters.
  - Establishes the situation or problem.
  - Anticipates a logical sequence of events.

4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situation.

- **Draft the body using a plausible sequence of events and effective descriptions of characters and setting.**

- Apply knowledge of characterization and setting.
- Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc).
- Form and use progressive verb tenses.
- Use commas and quotations marks to indicate direct speech.

4.3.c Use a variety of transitional words and phrases to manage the sequence of events.

- **Apply academic vocabulary to express chronological and sequential relationships correctly and control sequence of events**.

4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

- **Differentiate between specific and concrete, vague and general, and literal and non-literal language.**
- **Recognize and use words and phrases that appeal to the senses.**
- **Order adjectives within sentences according to conventional patterns (e.g.*, a small red bag* rather than *a red small bag*).**

4.3.e Provide a conclusion that follows from the narrated experiences or events.

- **Draft a conclusion that follows naturally from the sequence of events in the narrative.**

- **Apply the revision and editing stages of the writing process to:**
  - **Revise to:**
    Ensure a clear statement of opinion supported by a list of reasons.
    Ensure that the narrative is fully developed and logically organized.
    Choose words and phrases for effect and to convey ideas precisely.
    Choose particular punctuation for effect.
  - **Edit to correct errors in:**
    The use of linking words and phrases.
    Regular and irregular plural nouns and regular and irregular verbs.
    Subject-verb and pronoun-antecedent agreement.
    Capitalization.
    Inappropriate fragments and run-ons.
    Punctuation of compound sentences joined by a coordinating conjunction.
    Spelling of grade appropriate words, consulting references as needed.

Conventional spelling of high frequency words.
- **Consult reference materials and spelling patterns and generalizations to check and correct spellings.**

- **Prepare the final product for presentation and/or publication including:**
  - Using word processing technology.
  - Applying cursive handwriting skills nearly and legibly when handwriting is preferable or technology is unavailable.
  - Delivering oral presentations.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 4.4: 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.)

Essential Skills:

See CCSS W 4.1, 4.2, 4.3, 4.7; SL 4.1, 4.4, and 4.5 of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 4.5: 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.)

Essential Skills:

See CCSS W 4.1, 4.2, 4.3, 4.7; SL 4.1, 4.4, and 4.5 of CCSC Framework for specific application.

Benchmarks:

CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W 4.6: 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.

Essential Skills:

- **Apply computer literacy and keyboarding skills.**
- **Apply appropriate posture, hand, arm and fingering positions when keyboarding. Locate and evaluate resources.**
- **Use technology to enhance learning.**
- **Use technology to collaborate and express ideas.**
- **Use technology to locate, evaluate, and gather information and/or data.**
- **Use and evaluate technology tools to organize information.**
- **Use technology to develop strategies to solve problems and make informed decisions.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Essential Skills:

- **Follow an inquiry process.**
- **Define a problem, formulate questions, and refine a problem and/or question.**
- **Locate and evaluate resources.**
- **Use safe practices when online.**
- **Locate and select sources to meet the information need.**
- **Find data and/or information within a variety of sources.**
- **Paraphrase when taking notes from sources.**
- **Use a variety of formats to prepare findings/conclusions for sharing.**
- **Share findings and/or conclusions.**
- **Differentiate between original and borrowed ideas and cite sources appropriately.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W 4.8: 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.

Essential Skills:

- **Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.).**
- **Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).**
- **Paraphrase when taking notes from sources.**
- **Evaluate and analyze the quality, accuracy, and sufficiency of notes.**
- **Sort evidence into specified categories.**
- **Generalize a list of sources.**
- **Synthesize information from within and across sources.**

Benchmarks:

CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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].").
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.").

Essential Skills:

- **Write in response to grade-level print, non-print, and digital literary or informational text(s).**

Benchmarks:

CLUSTER: RANGE OR WRITING

Anchor Standard 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 tasks, purposes, and audiences

W 4.10: 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.

Essential Skills:

- **Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.**
- **Set personal goals and conference regularly with adults and peers to improve writing.**

Benchmarks:

CLUSTER: RESPONDING TO LITERATURE
Anchor Standard 11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
W 4.11: Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
Essential Skills:
Benchmarks: