

**Fourth Grade Report Card - Parent Support**  
**WRITING**  
**Marking Period Expectations For Standards Based Report Card**

Report Card Indicators	Common Core Standards	4th Grade Level Expectations (1st MP =Q 2nd MP=R 3rd MP=S)
Writing Skills and Expectations	Standards	Students will be able to...
<p><b>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information</b></p>	<p><b>W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information</b></p>	<p><b>MP1:</b> Write an opinion essay that introduces a topic or text, states an opinion and lists reasons in an organized manner. Provide reasons to support the opinion and use linking words and phrases to connect the opinion and reasons. Provide a concluding statement or section.</p> <p><b>MP2:</b> Develop a thesis statement that is supported with three reasons and key facts and details such as micro stories and quotes.</p> <p>Use their thesis statement, reasons and details to clearly state and support a point of view in a 5 paragraph opinion essay. The essay includes an introduction, conclusion and transition words.</p> <p><b>MP3:</b> Develop a thesis statement about a piece of literature and support the thesis with three reasons and key facts such as details and quotes from the text and micro stories.</p> <p>Use their thesis statement, reasons and details to clearly state and support a point of view about a text in a 5 paragraph literary essay. The essay includes an introduction, conclusion and transition words.</p>

<p><b>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly</b></p>	<p><b>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p>	<p><b>MP1:</b> Write an informative/explanatory essay that introduces a topic, groups related information , includes illustrations. Develop the topic with facts, definitions and details and use linking words and phrases to connect ideas and provide a concluding statement or section.</p> <p><b>MP2:</b> Write an informative/explanatory essay that clearly introduces a topic, groups related information in paragraphs and sections, includes formatting such as headings and illustrations when useful. Develop the topic with relevant facts, definitions and details and use linking words and phrases to connect ideas and provide a concluding statement or section that connects to the topic.</p> <p><b>MP3:</b> Write an informative/explanatory essay that clearly introduces a topic, groups related information in paragraphs and sections, includes formatting such as headings, illustrations when useful. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. Link ideas within categories of information using transitional words and phrases. Use precise language and domain-specific vocabulary to inform about or explain their topic. Provide a concluding statement or section related to the topic.</p>
<p><b>Writes narratives to develop real or imagined experiences or events</b></p>	<p><b>W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p>	<p><b>MP1:</b> Write real or imaginary narratives using effective technique, details, and clear sequences. Establish a situation and introduce a narrator and/or characters, organize a natural and even sequence, use dialogue, and describe the actions, thoughts and feelings of characters in response to situations, use temporal words and phrases to signal event order and provide closure to their story</p> <p><b>MP2:</b> Write real or imaginary narratives using effective technique, details, and clear sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters. Organize an event sequence that</p>

		<p>unfolds naturally, using dialogue and describing the actions, thoughts and feelings of characters in response to situations. Use transitional words and phrases to manage the sequence of events and provide closure to their story.</p> <p><b>MP3:</b> Write real or imaginary narratives using effective technique, details, and clear sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters. Organize an event sequence that unfolds naturally, using dialogue and description to develop experiences and events or show the response of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or event.</p>
<p><b>Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience</b></p>	<p><b>W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Organize text into paragraphs.</li> <li>● Compose an introductory paragraph.</li> <li>● Compose a satisfying conclusion.</li> <li>● Apply writer’s craft techniques taught during writer’s workshop.</li> <li>● Use transitions to help sequence.</li> <li>● Use correct mechanics, spelling and grammar.</li> </ul>
<p><b>Shows evidence of planning, revising, editing and rewriting</b></p>	<p><b>W4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Use a planning strategy or graphic organizer.</li> <li>● Incorporate suggestions from writing conferences.</li> <li>● Use the Lucy Calkins writing checklists to revise their work.</li> <li>● Use editing checklist to edit text after revisions.</li> </ul>
<p><b>Uses technology to produce and publish writing as well as to interact and</b></p>	<p><b>W.4.6 - With some guidance and support from adults, use technology, including the Internet, to</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Compose text using computer or iPad (Word, Pages, Google Docs, etc.)</li> </ul>

<p><b>collaborate with others</b></p>	<p><b>produce a publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of on page in a single sitting.</b></p>	<ul style="list-style-type: none"> <li>● Utilize tools available in app or software to enhance text.</li> <li>● Share drafts for peer revising or editing.</li> </ul>
<p><b>Conducts research projects using several sources</b></p>	<p><b>W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Use questions to guide research</li> <li>● Use print and/or internet to find answers to questions.</li> </ul>
<p><b>Recalls, summarizes and paraphrases relevant information.</b></p>	<p><b>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.</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Gather relevant information to answer questions or write a summary.</li> <li>● Categorize information that that has been collected to answer questions or write a summary.</li> <li>● List sources used to gather information.</li> </ul>
<p><b>Draws evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	<p><b>W4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>● 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”).</li> </ul>
<p><b>Writes routinely over extended time</b></p>	<p><b>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.</b></p>	<p><b>MP1 – 3:</b> <b>With increasing independence, student can:</b></p> <ul style="list-style-type: none"> <li>● Use writing workshop time productively.</li> <li>● Write independently for at least 30 - 45 mins.</li> </ul>

Language & Word Study		
<p><b>Uses capitalization and punctuation correctly (including commas and quotation marks)</b></p>	<p><b>L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><b>MP1:</b></p> <ul style="list-style-type: none"> <li>● Use correct capitalization.</li> <li>● Use correct punctuation at the end of sentences.</li> <li>● Capitalize holidays, product names and geographic names.</li> <li>● Use commas in greetings and closings of letters.</li> </ul> <p><b>MP2:</b></p> <ul style="list-style-type: none"> <li>● Use correct capitalization.</li> <li>● Use correct punctuation at the end of sentences.</li> <li>● Capitalize holidays, product names and geographic names.</li> <li>● Use commas in greetings and closings of letters.</li> <li>● Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>● Use a comma before a coordinating conjunction in a compound sentence.</li> </ul> <p><b>MP3:</b></p> <ul style="list-style-type: none"> <li>● Use correct capitalization.</li> <li>● Use correct punctuation at the end of sentences.</li> <li>● Capitalize holidays, product names and geographic names.</li> <li>● Use commas in greetings and closings of letters.</li> <li>● Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>● Use a comma before a coordinating conjunction in a compound sentence.</li> <li>● Use an apostrophe to form contractions and frequently occurring possessives</li> </ul>
<p><b>Demonstrates an understanding of standard grammar and usage</b></p>	<p><b>L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p>	<p><b>MP1:</b></p> <ul style="list-style-type: none"> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>● Form and use the progressive (e.g., I was walking, I am walking; I will be walking) verb tenses.</li> </ul>

		<p><b>MP2:</b></p> <ul style="list-style-type: none"><li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li><li>● Form and use the progressive (e.g., I was walking, I am walking; I will be walking) verb tenses.</li><li>● Use relative pronouns (who, whose, whom, which, that, and relative adverbs (where, when, why).</li><li>● Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li><li>● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li><li>● Form and use prepositional phrases.</li></ul> <p><b>MP3:</b></p> <ul style="list-style-type: none"><li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li><li>● Form and use the progressive (e.g., I was walking, I am walking; I will be walking) verb tenses.</li><li>● Use relative pronouns (who, whose, whom, which, that, and relative adverbs (where, when, why).</li><li>● Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li><li>● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li><li>● Form and use prepositional phrases.</li><li>● Use frequently confused words (e.g., to, too, two, there, their).</li><li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>● Compare formal and informal uses of English and applies them when appropriate.</li></ul>
--	--	---

<b>Learns and applies spelling strategies</b>	<b>L.4.2 - Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>MP1 – 3:</b> <ul style="list-style-type: none"><li>● Spell grade-appropriate words correctly, consulting references as needed.</li><li>● Generalize learned spelling patterns when writing words (cage-badge; boy-boil)</li></ul>
---	--	--