

4th Grade ELA - 1st Quarter

<p><b>Proficient by the End of 1st Qtr:</b></p> <p><b>Demonstrate command</b> of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.L.1.f.</p> <p><b>Demonstrate command</b> of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. 4.L.2</p> <p><b>Introduced 1st Qtr: Reading Literature</b></p> <p><b>Refer to</b> details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.1</p> <p><b>Describe</b> 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.RL.3</p> <p><b>Determine</b> the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 4.RL.4</p> <p>By the end of the year, <b>read and comprehend</b> literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 4.RL.10</p> <p><b>Introduced 1st Qtr: Reading Informational</b></p> <p><b>Refer to details and examples</b> in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.1</p> <p><b>Determine</b> the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.2</p>	<p><b>Introduced 1st Qtr: Writing Standards</b></p> <p><b>Write</b> informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the explanation presented. 4.W.2</p> <p><b>Write</b> narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.</p> <p>a. Orient the readers by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and/or show the response of characters to situations.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. 4.W.3</p> <p><b>Produce</b> clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>a. Produce clear and coherent functional writing (e.g., recipes, directions, experiments, notes/messages, friendly and formal letters, labels, graphs/tables, procedures, invitations, envelopes)</p>
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**Explain** events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.3

**Determine** the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.4

**Interpret** information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.7

**Explain** how an author uses reasons as evidence to support particular points in a text.

4.RI.8

**Integrate** information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.RI.9

By the end of the year, **read and comprehend** informational texts, including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.RI.10

### **Introduced 1st Qtr: Reading Foundational Skills**

**Know and apply** grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

4.RF.3

**Read** with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and

in which the development and organization are appropriate to task and purpose.

4.W.4

**With guidance and support** from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

4.W.5

**With 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.

4.W.6

**Conduct** short research projects that build knowledge through investigation of different aspects of a topic.

4.W.7

**Recall** relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.8

**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 and actions).

- b. Apply grade 4 Reading Standards to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

4.W.9

**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.

4.W.10

understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4.RF.4

### Introduced 1st Qtr: Language Standards

**Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) .

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

g. Correctly use frequently confused words (e.g., to, two, too).

h. Write and organize one or more paragraphs about a topic.

4.L.1

**Demonstrate command** of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

b. Use commas and quotation marks to mark direct speech and quotations from a text.

### Introduced 1st Qtr: Speaking and Listening

**Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required materials, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explained their own ideas and understanding in light of the discussion.remarks of others.

4.SL.1

**Identify** the reasons and evidence a speaker provides to support particular points.

4.SL.3

**Report** on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.4

**Add** audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6

c. Use a comma before coordinating conjunction in a compound sentence.

d. Spell grade appropriate words correctly, consulting references as needed.

4.L.2

**Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. 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.L.3

**Determine or clarify** the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from an array of strategies.

a. Use context (e.g., definitions, examples, or restatements in context) as a clue to the meaning of a word or phrase.

b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Consult reference materials (e.g., glossaries, dictionaries, thesauri) both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.4

**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., wildlife, conservation, and endangered when discussing animal preservation).

4.L.6

4th Grade ELA - 2nd Quarter

<p><b>Proficient by the end of 2nd Qtr</b></p> <p><b>Describe</b> in depth a character, setting or event in a story or drama, drawing on specific details in the text (eg, character's thoughts, words or actions). 4.RL.3</p> <p><b>Demonstrate command</b> of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the progressive (eg., I was walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (eg. can, may, must) to convey various conditions. 4.L.1 bc</p> <p><b>Introduced during 2nd Qtr:</b></p> <p><b>Determine</b> a theme of a story, drama, or poem from details in the text; summarize the text. 4.RL.2</p> <p><b>Explain</b> major differences between poems, dramas, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about text. 4.RL.5</p> <p><b>Compare and contrast</b> the treatment of similar themes and topics (eg. Opposition of good and evil) and patterns of events (eg, the quest) in stories, myths, and traditional literature from different cultures. 4.RL.9</p>	<p><b>Introduced during 2nd Qtr: Writing Standards</b></p> <p><b>Write</b> opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (eg., for instance, in order to, in addition). 4.W.1</p> <p><b>Write</b> narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence. a. Orient the readers by establishing a situation and introducing a narrator and/or characters; organized an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and/or show the response of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. 4.W.3</p> <p><b>Recall</b> relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W.8</p> <p>4.W.6- <b>With guidance and support</b> from adults,</p>
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<p><b>Describe</b> the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text. 4.RI.5</p> <p><b>Explain</b> how an author uses reasons and evidence to support particular points in a text. 4.RI.8</p>	<p>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.</p>
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4th Grade ELA - 3rd Quarter

<p><b>Proficient by the end of 3rd Qtr:</b> <b>Refer to details and examples</b> in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.1</p> <p><b>Refer to details and examples</b> in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.1</p> <p><b>Determine</b> the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.2</p> <p><b>Describe</b> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.5</p> <p><b>Interpret</b> information presented visually, orally or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on a web page) and explain how the information contributes to an understanding of the text in which it appears. 4.RI.7</p> <p><b>Explain</b> how an author uses reasons and evidence to support particular points in a text. 4.RI.8</p> <p><b>Engage</b> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to the discussions prepared, having read or studied required materials, explicitly draw on that preparations and other information known about</p>	<p><b>Introduced during 3rd Qtr:</b></p> <p><b>Compare and contrast</b> the point of view from which different stories are narrated, including the difference between first and third-person narrations. 4.RL.6</p> <p><b>Make connections</b> between the text of a story or drama and a visual or oral presentation of the text, identifying where each, version reflects specific descriptions and directions in the text. 4.RL.7</p> <p><b>Compare and contrast</b> a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI.6</p> <p><b>Add</b> audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.5</p> <p><b>Demonstrate</b> command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use prepositional phrases. 4.L.1</p> <p><b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. 4.L.2</p>
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the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned tasks

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explained their own ideas and understanding in light of the discussion.

4.SL.1

**Paraphrase** portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.2

**Identify** the reasons and evidence a speaker provides to support particular points.

4.SL.3

**Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

h. Write and organize one or more paragraphs about a topic.

4.L.1

**Write** narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.

a. Orient the readers by establishing a situation and

introducing a narrator and/or characters; organized an

event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences

and/or show the response of characters to situations.

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.

4.W.3

**Produce** clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

a. Produce clear and coherent functional writing (e.g., recipes, directions, experiments, notes/messages, friendly and formal letters, labels, graphs/tables, procedures, invitations, envelopes)

**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

explanation presented.

4.W.2

**With 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.

4.W.6

**Conduct** short research projects that build knowledge through investigation of different aspects of a topic.

4.W.7

**Recall** relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.8

**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

<p>in which the development and organization are appropriate to task and purpose. 4.W.4</p> <p><b>With guidance and support</b> from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 4.W.5</p> <p><b>With guidance and support</b> 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. 4.W.6</p> <p><b>Conduct</b> short research projects that build knowledge through investigation of different aspects of a topic. 4.W.7</p> <p><b>Recall</b> relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W.8</p> <p><b>Draw</b> 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 and actions). b. Apply grade 4 Reading Standards to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 4.W.9</p>	<p>text (e.g., a character's thoughts, words and actions). b. Apply grade 4 Reading Standards to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 4.W.9</p>
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4th Grade ELA - 4th Quarter

<p><b>Proficient by the end of 4th Qtr:</b></p> <p><b>Determine</b> a theme of a story, drama, or poem from details in the text; summarize the text. 4.RL.2</p> <p><b>Determine</b> the meaning of words and phrases as</p>	<p><b>Proficient by the end of 4th Qtr:</b></p> <p><b>Explain</b> how an author uses reasons and evidence to support particular points in a text. 4.RI.8</p> <p><b>Integrate</b> information from two texts on the same</p>
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they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

4.RL.4

**Explain** major differences between poems, dramas, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about text.

4.RL.5

**Compare and contrast** the point of view from which different stories are narrated, including the difference between first and third-person narrations.

4.RL.6

**Make connections** between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4.RL.7

**Compare and contrast** the treatment of similar themes and topics (eg. Opposition of good and evil) and patterns of events (eg, the quest) in stories, myths, and traditional literature from different cultures.

4.RL.9

By the end of the year, **read and comprehend** literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with

scaffolding as needed at the high end of the range.

4.RL.10

**Explain** events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.3

**Determine** the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.4

**Compare and contrast** a firsthand and secondhand account of the same event or topic; describe the differences in focus and the

topic in order to write or speak about the subject knowledgeably.

4.RI.9

By the end of the year, **read and comprehend** informational texts, including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.RI.10

**Know and apply** grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

4.RF.3

**Read** with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition

and understanding, rereading as necessary.

4.RF.4

**Report** on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an

understandable pace.

4.SL.4

**Add** audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.5

**Add** audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6

information provided.

4.RI.6

**Proficient by the end of 4th Qtr:**

**Demonstrate command** of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) .
- e. Form and use prepositional phrases.
- g. Correctly use frequently confused words (e.g., to, two, too).

4.L.1

**Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before coordinating conjunction in a compound sentence.
- d. Spell grade appropriate words correctly, consulting references as needed.

4.L.2

**Use** knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. 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.L.3

**Determine or clarify** the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from an array of strategies.

- a. Use context (e.g., definitions, examples, or restatements in context) as a clue to the meaning of a word or phrase.
- b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**Proficient by the end of 4th Qtr:**

**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., wildlife, conservation, and endangered when discussing animal preservation).

4.L.6

- c. Consult reference materials (e.g., glossaries, dictionaries, thesauri) both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.4

**Demonstrate understanding** of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (eg. pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

4.L.5

**Proficient by the end of 4th Qtr:**

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

- a. Introduce the topic or text clearly, state an opinion, and create 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 (eg., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

4.W.1

**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,

**Proficient by the end of 4th Qtr:**

**With guidance and support** from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

4.W.5

**With 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.

4.W.6

**Conduct** short research projects that build knowledge through investigation of different aspects of a topic.

4.W.7

**Recall** relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.8

**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 and actions).")
- b. Apply grade 4 Reading Standards to informational text

- 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 explanation presented.
- 4.W.2

- Write** narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
- a. Orient the readers by establishing a situation and introducing a narrator and/or characters; organized an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and/or show the response of characters to situations.
- c. Use a variety of transitional words and phrases to manage 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.
- 4.W.3

- Produce** clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- a. Produce clear and coherent functional writing (e.g., recipes, directions, experiments, notes/messages, friendly and formal letters, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
- 4.W.4

- (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- 4.W.9

- 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.
- 4.W.10

