

**Michigan Grade Level Content Expectations
Writing Grade 4**

Correlated to

**Better Test Scores for State Writing Assessments
Grade 4**

Grade 4 Writing GLCEs	Grade 4 Better Test Scores for State Writing Assessments
Writing Genres	
W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme and plot.	Pages 14 – 20
W.GN.04.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	
W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern.	Pages 28 – 34
W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic —finding and narrowing research questions —using a variety of resources —taking notes —organizing relevant information to draw conclusions.	
Writing Process	
W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Pages 4, 11, 14 – 15, 21 – 22, and 28 – 29
W.PR.04.02 Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	Pages 13, 15, 19, and 26
W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	Pages 5 – 10, 14 – 39
W.PR.04.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).	
W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	Pages 20, 27, 40, and 54

Personal Style	
W.PS.04.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text; strong verbs, figurative language, sensory images; in informational text; precision, established importance, transitions).	Pages 5 – 10, 14 – 39
Grammar and Usage	
W.GR.04.01 Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	Pages 40 – 54

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