# April: WRITING: Feature Article/Opinion/Argument

Content Area: **English**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

Text Type: Opinion/Argument
Feature articles are informative, explanatory pieces that profile people, examine a topic, analyze events, explore trends, evoke an emotional response, and cover in-depth stories. Feature article writers begin with an introduction that captures readers' attention, provide a unique point of view or perspective, often state an opinion or make an argument, employ a variety of research (books, reference materials, interviews, etc.), and end with a concluding section that provides a sense of closure or finality. In this unit students will determine the purpose of feature articles as well as their prevalence and importance in our world. Students will read and analyze the characteristics of feature articles and then publish a clear and coherent feature article of their own. Following publication of their feature articles, students will then write an editorial essays, thereby replicating a familiar real-world process in which feature articles often appear in newspapers, in magazines, or on web sites and then prompt subsequent editorials in which the editorial writers state their own opinions, claims, and/or arguments.

## Enduring Understandings

Authors write feature articles for a variety of reasons, such as exploring and analyzing an event or topic , exploring trends, or evoking an emotional response.

Feature articles often state an opinion.

Feature articles are an important resource for readers to understand the world.

## Essential Questions

What is a feature article and what purpose does it serve?

How does a writer write a feature article successfully?

## Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Is a Feature Article?
uses all of the unit texts.
Rationale: Discover the genre of feature articles! Focus on the article "Brace Yourself" by Edward C. (from the Feature Article Shared Texts) to begin exploring the elements and purpose of a feature article. You will continue to construct an understanding of the genre of feature articles during the week-long immersion.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Day 2:
Where Do Writers Uncover Feature Article Topics?
uses "E-Trash: What Happens to Our Old Electronics" by Rachel H. and "Getting Back Up With Lindsey Vonn" by Andrew D. (from the Feature Article Shared Texts).
Rationale: During this lesson, students will be introduced to two additional feature articles to enhance their understanding of the elements of a feature article and to begin to consider where writers find topics for their articles.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Day 3:
A Unique Twist
uses George Washington's Teeth by Deborah Chandra and Madeleine Comora.
Rationale: Students will learn how feature article writers often present familiar topics in unique and entertaining ways.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Day 4:
The Structure of Feature Articles
uses Animal Minis! by Cherie Winner and "Penguins on Parade" by Tamar L. (from the Feature Article Shared Texts).
Rationale: Students will learn how writers sometimes organize their feature articles in sections and use subheadings to identify the sections and the specific information they are presenting to their readers.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Day 5:
Features of Feature Articles
uses Basketball in Action by John Crossingham and Sarah Dann.

Rationale: Students will further their understanding of how feature articles are structured and written by making
connections between the articles they read and summarizing what they have learned about this genre. They will use
this information to help them determine what features need to be included as they write their own articles.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4,
SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Mini-Lessons
Generating Ideas I: Determining What Is Important
uses George Washington's Teeth by Deborah Chandra and Madeleine Comora and "E-Trash: What Happens to Our
Old Electronics" by Rachel H. (from the Feature Article Shared Texts).
Rationale: Feature articles are non-news, general interest pieces written to inform and entertain readers about a range of topics, subjects, and human interest stories. As writers of feature articles, students will think about topics that fascinate them. They will also consider their audiences' reading interests and begin to generate ideas for
topics that will be engaging.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4,
SL.4.6, L.4.1, L.4.2, L.4.3, L.4.6

Generating Ideas II: I'm an Expert!
uses "Penguins on Parade" by Tamar L. (from the Feature Article Shared Texts) and Soccer in Action by Niki Walker
and Sarah Dann.
Rationale: Feature article writers are, or become, experts on a topic. This expertise allows them to share the best
information with their readers. Students will examine topics on which they are, or want to become, experts in order
to generate ideas for writing.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.6

Generating Ideas III: Finding Interesting Things About Your Interests
uses Animal Minis! by Cherie Winner.
Rationale: Feature article writers explore their interests in detail to find topics that they and their readers will find
fascinating. Students will brainstorm topics that interest them and work to generate additional ideas and questions
to develop the topics.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4,
SL.4.6, L.4.1, L.4.2, L.4.3, L.4.6

Selecting: Finding Your Topic

uses “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
Rationale: Writers sift through their notebooks to find the entry or idea they want to continue working on and publish. Students will reread their notebook entries, select a topic they would like to develop into a published piece,
and then consider possible “angles” and audiences for their topics.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4,
SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

Collecting I: Research or Gathering Information From Various Sources
uses Animal Minis! by Cherie Winner.
Rationale: Writers of feature articles need to determine what information they know and what they need to find out.
Students will begin to gather resources to research and collect additional information to develop their topics.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3,
SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

Collecting II: Choosing Your Angle
uses “Getting Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
Rationale: Feature article writers need to select an angle or focus that fits their audience and purpose and collect
relevant information and details to support that angle. Students will finalize their choices of angle, audience, and
purpose.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3,
SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.6

Collecting III: Supporting Opinions With Facts and Details
uses “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts) and other feature articles and mentor texts from the unit.
Rationale: Writers of feature articles use both facts and details to support their opinions. Students will conduct any
additional research to ensure that their articles include the necessary facts and details to support their opinions.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3,
SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

Collecting IV: Organizing Research Efforts
uses The Story of Salt by Mark Kurlansky.
Rationale: Writers of feature articles usually do research—but they organize their efforts to ensure their work will be
engaging. Students will find a structure for organizing or grouping their related research into sections or paragraphs.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3,

SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.6

Drafting I: Thinking About Structure
uses “Brace Yourself” by Edward C., “Penguins on Parade” by Tamar L., and “Getting Back Up With Lindsey Vonn”
by Andrew D. (from the Feature Article Shared Texts).
Rationale: Writers create an organizational structure in which ideas are logically grouped and ordered to support their purposes. Students will explore different text structures in order to begin drafting their articles.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.5, L.4.6

Drafting II: Crafting a Lead – Introduction
uses George Washington’s Teeth by Deborah Chandra and Madeleine Comora, Ice Bear: In the Steps of the Polar
Bear by Nicola Davies, and “Penguins on Parade” by Tamar L. (from the Feature Article Shared Texts).
Rationale: Feature articles begin with an introduction, or lead, that grabs readers’ attention and introduces the topic. Students will try out different ways to craft a catchy lead while clearly introducing their topic.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Drafting III: Composing Paragraphs
uses The Life and Times of the Peanut by Charles Micucci.
Rationale: Good paragraphs often contain clear topic sentences that introduce an idea and supporting sentences
that describe, compare, or give examples. Students will compose paragraphs for their feature articles.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

Drafting IV: Wrapping It Up – The Conclusion
uses “E-Trash: What Happens to Our Old Electronics” by Rachel H., “Brace Yourself” by Edward C., and “Getting
Back Up With Lindsey Vonn” by Andrew D. (from the Feature Article Shared Texts).
Rationale: Feature article writers use a variety of conclusions. Students will explore the various conclusions in the
mentor feature articles in order to wrap up their articles in a satisfying way.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.6

Revising I: Make a Transition
uses Secrets of the Mummies by Harriet Griffey, “Getting Back Up With Lindsey Vonn” by Andrew D. (from the
Feature Article Shared Texts), Animal Minis! by Cherie Winner, and Soccer in Action by Niki Walker and Sarah Dann.

Rationale: To ensure a smooth, sensible read, writers often include words and phrases that link details together and help readers move from one idea to the next. Students will consider adding transition or linking words and/or
phrases to logically join ideas and help their writing flow from one idea to another.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.6

Revising II: Revising for Key Elements of a Feature Article
uses all of the mentor feature articles in the unit.
Rationale: Feature article writers revise for important elements, including a clear angle, developed paragraphs, a
powerful lead, and a conclusion. Students will identify and complete any necessary revision work.
Common Core State Standards: W.4.1, W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6,
L.4.1, L.4.2, L.4.3, L.4.6

Revising III: Visual Communication
uses The Story of Salt by Mark Kurlansky and “Penguins on Parade” by Tamar L. (from the Feature Article Shared
Texts).
Rationale: Feature article writers sometimes rely on visual communication to add to the impact of their pieces. Students will add some visual elements to their feature articles to enhance their meaning and purpose.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.6, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5,
SL.4.6, L.4.1, L.4.2, L.4.3, L.4.6

Editing I: Vary Your Sentence Length
uses SNAP! A Book About Alligators and Crocodiles by Melvin and Gilda Berger.
Rationale: Feature article writers vary the length of their sentences to keep their writing fresh and interesting for
readers. Students will try to vary the lengths of sentences in their feature articles to do the same.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1,
L.4.2, L.4.3, L.4.5, L.4.6

Editing II: Punctuate to Accentuate Your Voice
uses Animal Minis! by Cherie Winner.
Rationale: To help create a strong voice or tone in a feature article, writers take advantage of different punctuation
marks. Students will edit their writing to accentuate their voices as they choose punctuation for effect.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.1,
L.4.2, L.4.3, L.4.6

Publishing A Good Title Makes a Difference!
uses a collection of feature article titles.

Rationale: A title that communicates the topic to readers or intrigues readers is a vital part of the publishing process for feature articles. Students will work on crafting titles for their feature articles.
Common Core State Standards: W.4.2, W.4.4, W.4.5, W.4.6, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5,
SL.4.6, L.4.1, L.4.2, L.4.3, L.4.5, L.4.6

## Integration of Career Readiness, Life Literacies and Key Skills

A variety of careers are explored through the mentor texts.

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| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| 9.4.5.CI.1 | Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). |
| 9.4.5.CI.2 | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). |
| 9.2.5.CAP.2 | Identify how you might like to earn an income. |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| 9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| 9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| 9.4.5.CI.4 | Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). |
| | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. |
| 9.4.5.CT.1 | Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| 9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| 9.4.5.DC.5 | Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. |
| | Culture and geography can shape an individual's experiences and perspectives. |
| 9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| 9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social |

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| | Studies Practice - Gathering and Evaluating Sources). |
| 9.4.5.IML.3 | Represent the same data in multiple visual formats in order to tell a story about the data. |

## Technology Integration

-SMARTboard technology

-Google Applications (Docs, Presentation, Classroom)

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| | Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). |
| 8.1.5.CS.2 | Model how computer software and hardware work together as a system to accomplish tasks. |
| | Shared features allow for common troubleshooting strategies that can be effective for many systems. |
| 8.1.5.CS.3 | Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. |

## Interdisciplinary Connections

Through individual choices for topics to write feature articles, students will be researching many interdisciplinary topics, including, math, science, social studies, technology and the arts.

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| | Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. |
| 6.1.5.CivicsPD.3 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| 6.1.5.CivicsHR.4 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |
| 6.1.5.CivicsCM.2 | Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. |
| 6.1.5.CivicsCM.3 | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Differentiated through topic selection, paragraph construction, additional challenges as needed, support as needed.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Modifications and accommodations in accordance with individual IEP's.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Writing Samples and AIMS web

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

re-writing activities embedded in the lessons.

Rough draft construction.

successful writing process progression.

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Student Self-Reflection:
uses a self-reflection questionnaire.
Rationale: For students to develop a sense of themselves as writers, they need to spend time reflecting on the work they have done and its meaning as part of their growth as writers.

## Instructional Materials

Schoolwide, Inc. Unit on "Feature Articles"

and materials provided in the unit.

Worksheets provided in the unit.

**Mentor Texts**
**And So They Build**
**by Bert Kitchen**
**Animal Minis! What Kids Really Want to Know About Tiny Animals**
**by Cherie Winner**
**Basketball in Action**
**by John Crossingham and Sarah Dann**
**George Washington's Teeth**
**by Deborah Chandra and Madeleine Comora**
**Ice Bear: In the Steps of the Polar Bear**
**by Nicola Davies**
**The Life and Times of the Peanut**
**by Charles Micucci**
**Secrets of the Mummies**
**by Harriet Griffey**
**SNAP! A Book About Alligators and Crocodiles**
**by Melvin and Gilda Berger**
**Soccer in Action**
**by Sarah Dann and Niki Walker**
**The Story of Salt**
**by Mark Kurlansky**
**Feature Article Shared Texts**
**“Brace Yourself”**
**by Edward C.**
**“E-Trash: What Happens to Our Old Electronics” by Rachel H.**
**“Getting Back Up With Lindsey Vonn”**
**by Andrew D.**
**“Penguins on Parade”**
**by Tamar L.**

## Standards

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| CCSS.ELA-Literacy.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| CCSS.ELA-Literacy.W.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. |
| CCSS.ELA-Literacy.W.4.1.b | Provide reasons that are supported by facts and details. |
| CCSS.ELA-Literacy.W.4.1.c | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| CCSS.ELA-Literacy.W.4.1.d | Provide a concluding statement or section related to the opinion presented. |
| CCSS.ELA-Literacy.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CCSS.ELA-Literacy.W.4.2.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. |
| CCSS.ELA-Literacy.W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CCSS.ELA-Literacy.W.4.2.c | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| CCSS.ELA-Literacy.W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CCSS.ELA-Literacy.W.4.2.e | Provide a concluding statement or section related to the information or explanation presented. |
| CCSS.ELA-Literacy.W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| CCSS.ELA-Literacy.W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CCSS.ELA-Literacy.W.4.9.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]."). |
| CCSS.ELA-Literacy.W.4.9.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"). |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.SL.4.1 | 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. |
| CCSS.ELA-Literacy.SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |

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| CCSS.ELA-Literacy.SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| CCSS.ELA-Literacy.SL.4.1.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. |
| CCSS.ELA-Literacy.SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| CCSS.ELA-Literacy.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CCSS.ELA-Literacy.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| CCSS.ELA-Literacy.SL.4.4 | 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. |
| CCSS.ELA-Literacy.SL.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| CCSS.ELA-Literacy.SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| CCSS.ELA-Literacy.L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCSS.ELA-Literacy.L.4.1.a | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| CCSS.ELA-Literacy.L.4.1.b | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| CCSS.ELA-Literacy.L.4.1.c | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| CCSS.ELA-Literacy.L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| CCSS.ELA-Literacy.L.4.1.e | Form and use prepositional phrases. |
| CCSS.ELA-Literacy.L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| CCSS.ELA-Literacy.L.4.1.g | Correctly use frequently confused words (e.g., to, too, two; there, their). |
| CCSS.ELA-Literacy.L.4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.L.4.2.a | Use correct capitalization. |
| CCSS.ELA-Literacy.L.4.2.b | Use commas and quotation marks to mark direct speech and quotations from a text. |
| CCSS.ELA-Literacy.L.4.2.c | Use a comma before a coordinating conjunction in a compound sentence. |
| CCSS.ELA-Literacy.L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
| CCSS.ELA-Literacy.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCSS.ELA-Literacy.L.4.3.a | Choose words and phrases to convey ideas precisely. |
| CCSS.ELA-Literacy.L.4.3.b | Choose punctuation for effect. |
| CCSS.ELA-Literacy.L.4.3.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). |
| CCSS.ELA-Literacy.L.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| CCSS.ELA-Literacy.L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

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| CCSS.ELA-Literacy.L.4.4.b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| CCSS.ELA-Literacy.L.4.4.c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| CCSS.ELA-Literacy.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCSS.ELA-Literacy.L.4.5.a | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| CCSS.ELA-Literacy.L.4.5.b | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| CCSS.ELA-Literacy.L.4.5.c | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| CCSS.ELA-Literacy.L.4.6 | 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). |