Feb.: READING: Nonfiction

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

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader. Reading non-fiction is empowering, as it opens student's eyes to new worlds and different points of view. this unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas and learn new information about the topics they are reading about.

Enduring Understandings

Students will understand the structures and features of nonfiction texts, strategies to use during reading, and how to ask questions, decipher vocabulary and identify big ideas within texts.

Essential Questions

How does a reader successfully approach and read a nonfiction text to understand and synthesize the information within the text?

Instructional Strategies & Learning Activities

Nonfiction Grade 4
Overview
Interactive Read-Aloud Lessons

Lesson 1: Why and How Do We Read Nonfiction?
uses A Drop Around the World by Barbara Shaw McKinney, Can You Fly High, Wright Brothers? by Melvin and Gilda Berger, and Oceanography: The Study of Oceans by Susan H. Gray.
Rationale: Readers understand why we read nonfiction and how reading nonfiction is different from reading fiction. Students will learn to recognize the three different types of nonfiction and how to use this information and their own background knowledge about a topic to make sense of new information.
Common Core State Standards: RI.4.1, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6

Skills and Strategies: Using Schema, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Nonfiction Text Features
uses Oceanography: The Study of Oceans by Susan H. Gray.
Rationale: Readers of nonfiction understand how text features can help them navigate informational texts. Students will learn how to identify common nonfiction text features and use them to sort and deepen their understanding of the content.
Common Core State Standards: RI.4.1, RI.4.7, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Take Your Time
uses Just a Second: A Different Way to Look at Time by Steve Jenkins.
Rationale: Readers of nonfiction understand how to interact with a text in order to deepen their understanding of a topic. Students will learn that reading nonfiction is often a slower, more deliberate, and recursive process than reading fiction.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.7, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Using Schema, Text and Genre Features/Structure, Determining Importance, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Organization Is the Key!
uses Can You Fly High, Wright Brothers? by Melvin and Gilda Berger.
Rationale: Readers of nonfiction understand how to use text structures to identify important information. Students
will learn how writers organize information to help readers navigate fact-filled texts.
Common Core State Standards: RI.4.1, RI.4.4, RI.4.5, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Visualizing,
Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: What's the Problem?
uses You Wouldn't Want to Work on the Hoover Dam! by Ian Graham.
Rationale: Readers of nonfiction understand how writers choose different text structures to help readers

deepen
their understanding. Students will continue their study of nonfiction text structures and learn how to use these structures to deepen their understanding of a topic.
Common Core State Standards: RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Visualizing,
Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Be a Word Detective!
uses Oceanography: The Study of Oceans by Susan H. Gray.
Rationale: Readers monitor their reading of a text at the sentence and word levels to notice when meaning is breaking down. Students will learn to stop and use "fix-up" strategies when what they are reading does not make
sense or includes unfamiliar words or phrases.
Common Core State Standards: RI.4.1, RI.4.4, L.4.4, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 7: Determining the Author's Purpose
uses Young Pelé: Soccer's First Star by Lesa Cline-Ransome.
Rationale: Readers understand that reading nonfiction helps them appreciate different perspectives and points of view about various subjects and topics. Students will learn how to identify the author's purpose for writing a
text in order to better analyze the content and make inferences.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.8, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Summarizing Like a Reporter
uses You Wouldn't Want to Work on the Hoover Dam! by Ian Graham.
Rationale: Readers of nonfiction know how to summarize important information from the text. Students will learn how to demonstrate their understanding of a text by summarizing key ideas like an investigative reporter.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Determining Importance, Questioning, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons
Lesson 1: Reading Like a Nonfiction Expert!
uses an excerpt from Zoobooks®: Snakes by John Bonnett Wexo from the Nonfiction Shared Texts.
Rationale: Readers use their schema about the types of nonfiction, as well as the text's subject, to enhance

their
understanding of nonfiction texts. Students will learn how to follow a step-by-step process to activate their prior
knowledge, generate questions, and locate answers to build content understandings.
Common Core State Standards: RI.4.1, RI.4.7, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate,
Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Follow the Text Map to Understanding
uses Can You Fly High, Wright Brothers? by Melvin and Gilda Berger.
Rationale: Readers of nonfiction use the components of the genre to enhance their understanding of a subject and learn new information. Students will learn how to combine information from text features and key sentences in
descriptive paragraphs to enhance understanding of a text's big ideas.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.7, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Hey, Look at Me!
uses Oceanography: The Study of Oceans by Susan H. Gray.
Rationale: Readers use the components of nonfiction texts to enhance their understanding and learn new |information. Students will learn how to use text features, or graphic aids, to help them determine the meaning of
key vocabulary and locate facts or supporting details.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.4, RI.4.7, L.4.4, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.2,
W.4.10

Skills and Strategies: Text and Genre Features/Structure, Finding Word Meaning (Vocabulary), Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/
Collaborating

Lesson 4: Sorting It Out!
uses "Jamestown" by Fran Downey from National Geographic Kids® from the Nonfiction Shared Texts.
Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk information. Students
will learn how to use various nonfiction text structures to determine what is important to pay attention to when reading nonfiction texts filled with many real-world facts.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.5, RI.4.8, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to

Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: When Did That Happen?
uses “Getting Back Up With Lindsey Vonn” by Andrew D. from the Nonfiction Shared Texts.
Rationale: Readers use their knowledge of nonfiction text structures to sort through information to determine important details. Students will learn how to read a biographical nonfiction text and utilize the chronological text
structure to comprehend the sequence of important events in the subject’s life.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to
Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: How Do These Compare?
uses an excerpt from Zoobooks®: Snakes by John Bonnett Wexo and “Why Pluto Is No Longer a Planet” by Karen
Smith and Carey Moore from the Nonfiction Shared Texts.
Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk information. Students
will learn about key signal words and phrases that will help them identify the compare and contrast text structure in
order to determine what is important.
Common Core State Standards: RI.4.1, RI.4.5, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.1, W.4.10

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to
Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Putting the Parts Together
uses A Drop Around the World by Barbara Shaw McKinney.
Rationale: Readers monitor for meaning and use “fix-up” strategies when what they are reading does not make sense or seems unfamiliar. Students will learn how to notice when meaning is breaking down and figure out the
meaning of words by using context clues and morphological cues (meaningful word parts).
Common Core State Standards: RI.4.1, RI.4.4, L.4.4, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Visualizing,
Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: What’s the Author’s Message?
uses an excerpt from Zoobooks®: Butterflies by Beth Wagner Brust from the Nonfiction Shared Texts.
Rationale: Readers understand that nonfiction writers use evidence to support their message or particular points in

a text. Students will learn how to determine why a writer wrote a text and to identify the important points that he or
she wants readers to remember about the subject or topic.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.8, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Sum It Up!
uses “Being Squirrelly” by Diana Vela from the Nonfiction Shared Texts.
Rationale: Readers read nonfiction texts and summarize or state the key ideas concisely in their own words. Students will learn how to use text features and paragraph structure cues to sort, prioritize, and summarize key details in an informational text.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.8, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.8, W.4.9, W.4.10

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Text and Genre Features/ Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Integrating Ideas Across Texts
uses “E-Trash: What Happens to Our Old Electronics?” by Rachel H. and “Recycling” by Linda Haynie from the
Nonfiction Shared Texts.
Rationale: Readers integrate information from multiple texts on the same topic or subject to deepen their content
understandings. Students will learn how to note important details from two texts about a common subject and to
integrate key ideas to deepen their learning and prepare them to speak knowledgeably about the subject.
Common Core State Standards: RI.4.1, RI.4.2, RI.4.9, RI.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.8, W.4.9, W.4.10

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Integration of Career Readiness, Life Literacies and Key Skils

-Work collaboratively to read and apply nonfiction reading strategies

-Work on collaborative projects where each student takes responsibility for an aspect of a larger group project

-Encourage students to provide constructive feedback to help other students

-Sharing thoughts, ideas, questions and solutions

-Explore career options through nonfiction reading.

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).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
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.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).
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology and Design Integration

-Google Classroom

-Quizlet

-Learning Ally (audio books)

8.1.5.CS.1	Model how computing devices connect to other components to form a system.

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.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.4	Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
8.2.5.ED.5	Describe how specifications and limitations impact the engineering design process.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

Interdisciplinary Connections

Mentor Texts and individual levled reading choices in the nonfiction genre make natural connections to the disciplines in science, social studies, technology, math and the arts.

Nonfictional connections to STEM will be explored by the teacher in collaboration with the STEM teacher.

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:

Leveled readers

Individual book choices

Higher level questioning

grouping

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

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:

End of Unit Assessment

Comprehension Questions

Reflections and personal connections

Text to text connections

AIMS Web

Linkit testing 3 times a year.

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:

Worksheets associated with the unit

Discussion

Teacher conference

Teacher made assessments

Anecdotal records

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:

Summative Assessment
Students will read the articles "All Animals Are Star Quality" and "Each Animal's Physical Structure" from Zoobooks®: Animal All-Stars in order to answer selected and constructed response questions.

Instructional Materials

Mentor texts listed above

Schoolwide, Inc. "Nonfiction" unit of study

and related materials

addiltional leveled nonfiction reading material located in classroom library

Mentor Texts

Can You Fly High, Wright Brothers?
by Melvin and Gilda Berger
A Drop Around the World
by Barbara Shaw McKinney
Just a Second: A Different Way to Look at Time
by Steve Jenkins
Oceanography: The Study of Oceans
by Susan H. Gray
You Wouldn't Want to Work on the Hoover Dam! An Explosive Job You'd Rather Not Do
by Ian Graham
Young Pelé: Soccer's First Star
by Lesa Cline-Ransome
Nonfiction Shared Texts
"Being Squirrelly"
by Diana Vela (Lexile Level: 880L)
"E-Trash: What Happens to Our Old Electronics?"
by Rachel H. (Lexile Level: 920L)
"Getting Back Up With Lindsey Vonn"
by Andrew D. (Lexile Level: 840L)
"Jamestown" by Fran Downey

from National Geographic Kids® (Lexile Level: 600L)
"Recycling"
by Linda Haynie (Lexile Level: 1040L)
"Why Pluto Is No Longer a Planet"
by Karen Smith and Carey Moore (Lexile Level: 1080L)
Zoobooks®: Butterflies
by Beth Wagner Brust (Lexile Level: 1040L)
Zoobooks®: Snakes
by John Bonnett Wexo (Lexile Level: 970L)

Standards

CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.4.3	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.
CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.RI.4.5	Describe 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.
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.4.8	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.
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.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.4.3	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.
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.4.6	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).