Feb. : WRITING: Non-Fiction

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

Unit Overview

Text Type: Informational/Explanatory
This unit introduces students to how nonfiction writers think, how they work, the kinds of books they create, and decisions they make about content, including illustrations and charts. Students will learn to identify common nonfiction text features—tables of contents, headings, subheadings, glossaries, bibliographies—and use one or more of these in their own writing. Students will discover and apply different structures with which to organize informational writing, including using an overarching question to explore, using a sequential list of questions to explore, using a journey structure, and using a "how-to" structure. Students will explore how to use their own voices in their nonfiction writing and discover ways to find informational topics they are interested in writing about. The books in this unit allow students to examine both text structures and writer's craft. Students will research, learn, and then impart knowledge to their readers.

Enduring Understandings

Nonfiction texts include formatting and features that organize information logically, emphasize key ideas, and list sources used to research the topic.

Nonfiction writing contains primary source information.

Essential Questions

How do non-fiction writers research and organize their information to emphasize key ideas?

How do non-fiction writers list thier sources?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
Exploring Nonfiction
uses all of the mentor texts from the unit, particularly Ape by Martin Jenkins.

Rationale: Build excitement for this unit and for the nonfiction inquiry by previewing all the mentor texts and reading one closely. Students will learn that the mentor texts are nonfiction, informational texts, which are written to examine a particular topic and convey ideas and information in engaging ways. A close look at Ape by Martin Jenkins will be used to introduce students to effective nonfiction features.
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 2:
Nonfiction Features
uses The Great Fire by Jim Murphy.
Rationale: Students will examine how nonfiction texts include formatting and features that organize information logically, emphasize key ideas, and list sources used to research the topic.
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:
Use of Voice
uses If You Decide to Go to the Moon by Faith McNulty and A Drop of Water by Walter Wick.
Rationale: Students will identify how nonfiction authors use a particular voice that connects to their 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.4.4, L.4.5, L.4.6

Day 4:
Visuals in Nonfiction
uses A Drop of Water by Walter Wick, A Walk in the Rainforest by Kristin Joy Pratt, The Great Fire by Jim Murphy, and The Top of the World by Steve Jenkins.
Rationale: Students will examine different options for nonfiction visuals to further develop a topic by providing concrete details and examples relating to the topic.
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.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Day 5
Authors' Connections to Nonfiction Topics
uses How to Talk to Your Dog by Jean Craighead George.
Rationale: Explore how authors might have chosen their nonfiction topics. Students will consider how authors select topics based on interest, passion, and/or curiosity.
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: Exploring Passions and Fascinations
uses The Top of the World: Climbing Mount Everest by Steve Jenkins.
Rationale: Nonfiction writers often write about topics they are passionate about. Students will explore their passions as possible topics for nonfiction writing.
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

Generating Ideas II: Primary Source Inspiration
uses A Drop of Water by Walter Wick.
Rationale: Nonfiction includes primary source information. Helping students think about topics about which they
have firsthand experience and on which they can potentially do primary source research will support them in generating ideas.
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

Generating Ideas III: Topics We Are Curious About
uses The Great Fire by Jim Murphy.
Rationale: Nonfiction writing requires research and reading secondary source materials. In order to explore and
examine potential writing topics, students will need to consider topics they are interested in researching and reading more about.
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.4.5, L.4.6

Selecting: Choosing Topics to Research and Develop
uses students' Writers' Notebooks.
Rationale: Nonfiction writing requires writers to work on developing a topic through research, including primary and
secondary source information, and then present this information in engaging ways. Students will thoughtfully decide
which topic they want to stick with, develop, and craft for an audience of 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.4.6

Collecting I: Questions Lead to Good Research
uses How to Talk to Your Dog by Jean Craighead George and students' Writers' Notebooks.
Rationale: Questions guide research. Thoughtful questions of substance come from the interest of a learner who

knows some things about a topic and wants to know more. Students will consider what they know and questions
they have about their topics to determine the research they will need to conduct.
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

Collecting II: Primary Sources
uses A Drop of Water by Walter Wick, How to Talk to Your Dog by Jean Craighead George, and students' Writers'
Notebooks.
Rationale: Nonfiction writing contains primary source information. Students need to consider how they will gather
this information and begin to plan for their research.
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.4.5, L.4.6

Collecting III: Secondary Research
uses The Great Fire by Jim Murphy and students' Writers' Notebooks
Rationale: Nonfiction writing contains secondary source information. Students need to consider types of secondary
source materials, think about how they will gather these materials, and begin to not just plan but conduct their research.
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.4.5, L.4.6

Collecting IV: Considering Purpose and Audience
uses Everglades by Jean Craighead George and students' Writers' Notebooks.
Rationale: Good writing has a purpose and is written with an audience in mind. Once information has been gathered through both primary and secondary research, writers need to consider their audiences and purposes for
writing before they begin their drafts.
Common Core State Standards: W.4.1, W.4.2, W.4.3, 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

Drafting I: Introduction
uses several of the mentor texts from the unit.
Rationale: Writers of nonfiction must introduce their topics clearly so that readers can begin to make predictions
and connections to their pieces. Students will evaluate various types of introductions and select the most appropriate and engaging one for their nonfiction pieces.
Common Core State Standards: W.4.1, W.4.2, W.4.3, 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

Drafting II: Organizing Information Logically
uses Into the Sea by Brenda Guiberson, If You Decide to Go to the Moon by Faith McNulty, How to Talk to Your
Dog by Jean Craighead George, Ape by Martin Jenkins, and students' drafts.
Rationale: Part of drafting—going from the Writer's Notebook to the draft—includes deciding how to organize
one's ideas by grouping related information into paragraphs and sections. Students will examine mentor texts to
identify ways writers structure their information and then determine what makes the most sense for organizing their
own writing.
Common Core State Standards: W.4.1, W.4.2, W.4.3, 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.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Drafting III: A Concluding Statement or Section
uses How to Talk to Your Dog by Jean Craighead George, If You Decide to Go to the Moon by Faith McNulty, Into
the Sea by Brenda Guiberson, Ape by Martin Jenkins, and students' drafts.
Rationale: When readers finish a piece of nonfiction, the writer wants them to walk away with a new or deeper understanding of a topic. Students will consider possible concluding statements or sections related to the information they have presented to their readers.
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

Revising I: Concrete Details
uses The Top of the World by Steve Jenkins and students' drafts.
Rationale: Nonfiction writers use authentic or concrete details to inform and engage their audience. By using authentic and concrete details, students will let their readers know they have credibility and knowledge about their
subjects.
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.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6

Revising II: Linking Words and Phrases
uses A Drop of Water by Walter Wick and students' drafts.
Rationale: Writers use linking words and phrases within categories of information to aid comprehension for readers
and to transition smoothly from one idea to another. Students will incorporate linking words and phrases within the
sections or parts of their nonfiction pieces.
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

Revising III: Attending to Imagery
uses Everglades by Jean Craighead George and students' drafts.
Rationale: Imagery is an important element of nonfiction. Through creating rich imagery, nonfiction writers help
readers become immersed in their subjects. Students will revise their drafts to include details and words that add
imagery.
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

Editing I: Capitalization of Nonfiction Features
uses The Great Fire by Jim Murphy, Exploding Ants by Joanne Settel, a collection of other nonfiction books, and
students' drafts.
Rationale: Nonfiction has some unique features that may require some special attention, such as section headings
and a Table of Contents. The editing phase of the writing process is a great time to correct capitalization of these
features.
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

Editing II: Punctuating Features of Nonfiction
uses A Drop of Water by Walter Wick, Ape by Martin Jenkins, and students' drafts.
Rationale: Editing involves paying attention to sentence-level issues. Nonfiction has some unique features that may
require special attention, such as section headings, quotes, captions, and Glossaries. The editing phase of the writing process is a great time for students to work on these sentence- and word-level elements.
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

Publishing: Adding a Dedication and About the Author Page
uses The Great Fire by Jim Murphy, Into the Sea by Brenda Guiberson, Ape by Martin Jenkins, and students' final
pieces.
Rationale: Writers celebrate their work by dedicating it to someone or something important and sharing information
about their lives and/or inspiration. Students will craft a Dedication and an About the Author page to add to their
finished writing.
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.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

Integration of Career Exploration, Life Literacies and Key Skills

A variety of careers are explored in the nonfiction mentor texts.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
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.
9.4.5.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.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
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.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).
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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.
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.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page

	formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

-SMARTboard technology

-Google Applications (Docs, Presentation, Classroom)

	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.
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.
8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

Interdisciplinary Connections

Mentor texts and personal choices for research provide interdisciplinary connects to math, science, social studies, technology and the arts.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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:

Pre-writing activities embedded in the lessons.

Rough draft construction.

successful writing process progression

teacher conferencing

anecdotal notes

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: All writers use self-assessment to learn and grow as writers. A self-assessment questionnaire will help
students understand how they have grown as writers.

Instructional Materials

Schoolwide, Inc. Unit on "Feature Articles"

and materials provided in the unit.

Worksheets provided in the unit.

Mentor Texts
Ape
by Martin Jenkins
A Drop of Water
by Walter Wick
Everglades
by Jean Craighead George
Exploding Ants
by Joanne Settel
The Great Fire
by Jim Murphy
How to Talk to Your Dog
by Jean Craighead George
If You Decide to Go to the Moon
by Faith McNulty
Into the Sea
by Brenda Guiberson
The Top of the World: Climbing Mount Everest
by Steve Jenkins
A Walk in the Rainforest
by Kristin Joy Pratt

Standards

CCSS.ELA-Literacy.RL.4.4	Determine 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).
CCSS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCSS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
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.
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.4.5	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).