

Hazlet Township Public Schools



COURSE OF STUDY FOR

English Language Arts - Grade 4

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Expectations for Reading and Writing Workshop in Kindergarten Through Grade 6:

- Students are provided with one daily period for reading workshop and one daily period for writing workshop.
- Pre-assessments are administered to provide information about student readiness and to guide instruction.
- The classroom is arranged with a meeting/gathering area and work areas.
- Appropriate materials are accessible to students.
- Students utilize reader's and writer's notebooks and/or folders, and paper choice is offered if appropriate.
- Beginning writers may express their ideas by using developmentally appropriate methods such as drawing, labeling, writing initial letters of words, copying words found in the classroom, etc.
- Students learn routines and rituals.
- In writing workshop, teachers and students use specific language to describe the writing process: immersion, generating ideas, selecting, collecting (grades 2-6 only) drafting, revising, editing, and publishing.
- A culture is created that supports risk-taking, independence, ownership, and choice.
- Students learn about themselves as readers and writers.
- Students learn to be a part of a reading and writing community.
- Teachers read to students, read with students, and have students read independently.
- Students read widely, experiencing a range of genres and topics.
- Students read texts that are appropriate for their reading levels and are of interest to them.
- Students develop skills and learn strategies used by proficient readers.
- Students write about topics that are important to and of interest to them.
- Students write authentic texts for real readers.
- Students are taught the characteristics and strategies of effective, high-quality writing.
- Students read like writers.
- Students study and emulate author craft.
- Teachers model and demonstrate with their own writing, with student models, and with mentor texts.
- Mentor texts are used and revisited throughout each unit for a variety of purposes.
- Grammar, sentence structure, and conventions are taught within the context of the writing.

Expectations for Reading and Writing Workshop, continued:

- Lessons follow one of two structures:
 - Interactive Read-Aloud
 - Read-aloud and discussion (20-30 min.)

- Independent reading/writing and small group work (20-30 min.)
- Group share (5-10 min.)
- Mini-Lesson
 - Mini-lesson (10-15 min.)
 - Inform
 - Present
 - Engage
 - Reiterate
 - Independent reading/writing and teacher conferring (20-30 min.)
 - Group share (5-10 min.)
- Teachers use independent reading and writing time for one-on-one conferences or for small group instruction.
- Students are provided with clear goals and frequent feedback.
- Lessons are aligned to the New Jersey Student Learning Standards for English Language Arts.
- “Teach the writer, not the writing. Teach the reader, not the book.”

Suggested materials and supplies for reading and writing workshop, provided as developmentally appropriate:

- | | | |
|--------------------------|-------------------------------|----------------------------|
| ● pencils and sharpeners | ● student personal word walls | ● highlighters |
| ● markers | ● dictionaries/thesauruses | ● staplers |
| ● colored pencils | ● sticky notes | ● paper clips |
| ● crayons | ● chart paper | ● folders and/or notebooks |
| ● felt tip pens | | |
| ● alphabet chart | | |

Resources:

Calkins, Lucy. *A Guide to the Common Core Writing Workshop*. Heinemann, 2013.

Reading Fundamentals: Launching. Schoolwide, 2013.

Writing Fundamentals: How Writers Work. Schoolwide, 2013.

Pacing Guide			
Week	Trimester 1	Week	Trimester 1
1	RW -- Launching	8	RW -- Launching

	WW -- Launching the Writing Workshop: How Writers Work		WW -- Launching the Writing Workshop: How Writers Work
2	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work	9	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work
3	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work	10	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction
4	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work	11	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction
5	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work	12	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction
6	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work	13	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction
7	RW -- Launching WW -- Launching the Writing Workshop: How Writers Work		
Week	Trimester 2	Week	Trimester 2
14	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction	21	RW -- Nonfiction WW -- Opinion/ Argument: Feature Article with Editorial
15	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction	22	RW -- Nonfiction WW -- Opinion/ Argument: Feature Article with Editorial
16	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction	23	RW -- Nonfiction WW -- Opinion/ Argument: Feature Article with Editorial

17	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction	24	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Opinion/ Argument: Feature Article with Editorial
18	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction	25	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Opinion/ Argument: Feature Article with Editorial
19	RW-- Fiction WW -- Informational/ Explanatory: Nonfiction	26	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Opinion/ Argument: Feature Article with Editorial
20	RW -- Nonfiction WW -- Opinion/ Argument: Feature Article with Editorial		
Week	Trimester 3	Week	Trimester 3
27	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Opinion/ Argument: Feature Article with Editorial	34	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study
28	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Opinion/ Argument: Feature Article with Editorial	35	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study
29	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Opinion/	36	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study

	Argument: Feature Article with Editorial		
30	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Narrative: Cynthia Rylant Author Study	37	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study
31	RW -- Science Content Literacy: Energy: Electric, Sound, Light, and Heat WW -- Narrative: Cynthia Rylant Author Study	38	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study
32	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study	39	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study
33	RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study		RW -- Poetry WW -- Narrative: Cynthia Rylant Author Study

New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Themes and Skills and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.35

<https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF>

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.35 (DEI)

<https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF>

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Core Instructional & Supplemental Materials including various levels of Texts**Grade 4 Linked Resources and Texts****Reading Fundamentals: Launching, Grade 4**

[Reading Fundamentals: Launching, Grade 4 — Schoolwide](#)

Mentor Texts

[The Lonely Book — Kate Bernheimer](#)

[Moonshot: The Flight of Apollo 11 — Brian Floca](#)

[Albert — Donna Jo Napoli](#)

[Planting the Trees of Kenya — Claire A. Nivola](#)

[Tomás and the Library Lady — Pat Mora](#)

[A Whiff of Pine, a Hint of Skunk — Deborah Ruddell](#)

Shared Texts

[“How Humpbacks Go Fishing” — Linda Brown Anderson](#)

[“Stapler” — Deborah Heard](#)

[“Going Green in School” — Carol Lattimore](#)

[“What a Pro Knows: Bubble Science” — Carly Schuna](#)

[“Bee More” — Karen Smith and Carey Moore](#)

[“Anchor Leg” — Rich Wallace](#)

[“The Library of My Dream” — E. D. Woodworth](#)

The Fundamentals of Grammar and Conventions, Grade 4

[Schoolwide Literacy Programs](#)

[Hoops — Robert Burleigh](#)

[I and You and Don't Forget Who — Brian P. Cleary](#)

[Miss Rumphius — Barbara Cooney](#)

[One Tiny Turtle — Nicola Davies](#)

[Mother to Tigers — George Ella Lyon](#)

[The Ghost-Eye Tree — Bill Martin Jr. and John Archambault](#)

[Bedhead — Margie Palatini](#)

[The Journey of Oliver K. Woodman — Darcy Pattison](#)

[Just the Two of Us — Will Smith](#)

[Eats, Shoots & Leaves — Lynne Truss](#)

Writing Fundamentals: How Writers Work, Grade 4

[Schoolwide Writing Fundamentals](#)

[I'm in Charge of Celebrations — Byrd Baylor](#)

[A Writer's Notebook — Ralph Fletcher](#)

[Saturdays and Teacakes — Lester Laminack](#)

[Amelia Writes Again — Marissa Moss](#)

[A Desert Scrapbook — Virginia Wright-Frierson](#)

Reading Fundamentals: Fiction, Grade 4

[Reading Fundamentals: Fiction — Schoolwide](#)

Mentor Texts

[The Gods and Goddesses of Olympus — Alik](#)

[The Adventures of Spider — Joyce Cooper Arkhurst](#)

[The Korean Cinderella — Shirley Climo](#)

[King Midas and the Golden Touch — Charlotte Craft](#)

[The Rough-Face Girl — Rafe Martin](#)

[Jalapeño Bagels — Natasha Wing](#)

Shared Texts

["Pandora's Box" — Ed Combs](#)

["The Last Bicycle" — Betty X. Davis](#)

["Molly and the New Neighbors" — Mark Gartside](#)

["Cheese for Dinner: A Tale from Mexico" — Judy Goldman](#)

Writing Fundamentals: Nonfiction, Grade 4

[Schoolwide Writing Fundamentals](#)

[Everglades — Jean Craighead George](#)

[How to Talk to Your Dog — Jean Craighead George](#)

[Into the Sea — Brenda Z. Guiberson](#)

[Ape — Martin Jenkins](#)

[The Top of the World — Steve Jenkins](#)

[If You Decide to Go to the Moon — Faith McNulty](#)

[The Great Fire — Jim Murphy](#)

[A Walk in the Rainforest — Kristin Joy Pratt](#)

[Exploding Ants — Joanne Settel](#)

[A Drop of Water — Walter Wick](#)

Reading Fundamentals: Nonfiction, Grade 4

[Reading Fundamentals: Nonfiction — Schoolwide](#)

Mentor Texts

[Can You Fly High, Wright Brothers? — Melvin and Gilda Berger](#)

[You Wouldn't Want to Work on the Hoover Dam! — Ian Graham](#)

[Oceanography: The Study of Oceans — Susan H. Gray](#)

[Just a Second — Steve Jenkins](#)

[A Drop Around the World — Barbara Shaw McKinney](#)

[Young Pelé — Lesa Cline-Ransome](#)

Shared Texts

[“Butterflies” — Beth Wagner Brust](#)

[“Getting Back Up with Lindsey Vonn” — Andrew D.](#)

[“Jamestown” — Fran Downey](#)

[“E-Trash: What Happens to Our Old Electronics?” — Rachel H.](#)

[“Recycling” — Linda Haynie](#)

[“Why Pluto Is No Longer a Planet” — Karen Smith and Carey Moore](#)

[“Being Squirrely” — Diana Vela](#)

[“Snakes” — John Bonnett Weko](#)

Writing Fundamentals: Feature Article with Editorial, Grade 4

[Schoolwide Writing Fundamentals](#)

[SNAP! A Book About Alligators and Crocodiles — Melvin and Gilda Berger](#)

[George Washington’s Teeth — Deborah Chandra and Madeleine Comora](#)

[Basketball in Action — John Crossingham](#)

[Soccer in Action — Sarah Dann and Niki Walker](#)

[Ice Bear — Nicola Davies](#)

[Secrets of the Mummies — Harriet Griffey](#)

[And So They Build — Bert Kitchen](#)

[The Story of Salt — Mark Kurlansky](#)

[The Life and Times of the Peanut — Charles Micucci](#)

[Animal Minis! — Cherie Winner](#)

Reading Fundamentals: Energy, Grade 4

[Reading Fundamentals — Schoolwide](#)

Mentor Texts

[My Light — Molly Bang](#)

[Forms of Energy — Anna Claybourne](#)

[Sound — Anna Claybourne](#)

[Energy Island — Allan Drummond](#)

[Heat — Ian F. Mahoney](#)

[Electrical Wizard — Elizabeth Rusch](#)

Shared Texts

[“Amazing Light” — ASK Magazine](#)

[“Energy: Invisible Power” — Spigot Science](#)

[“Good Vibrations” — CLICK Magazine](#)

[“Some Measures of Energy” — Spigot Science](#)

[“Where in the World Is Energy?” — Spigot Science](#)

Writing Fundamentals: Cynthia Rylant Author Study

[An Angel for Solomon Singer](#)

[Appalachia: The Voices of Sleeping Birds](#)

[Best Wishes](#)

[Boris](#)

[Every Living Thing](#)

[Long Night Moon](#)

[Missing May](#)

[Night in the Country](#)

[The Relatives Came](#)

[Scarecrow](#)

Reading Fundamentals: Poetry, Grade 4

[Reading Fundamentals: Poetry — Schoolwide](#)

Mentor Texts

[Messing Around on the Monkey Bars — Betsy Franco](#)

[Zombies! Evacuate the School! — Sara Holbrook](#)

[Please Bury Me in the Library — J. Patrick Lewis](#)

[Forest Has a Song — Amy Ludwig VanDerwater](#)

[Mirror Mirror — Marilyn Singer](#)

[Barefoot: Poems for Naked Feet — Stefi Weisburd](#)

Shared Texts

[“Best Friend” — Robin Cohen](#)

[“School Is Over” — Robin Cohen](#)

[“Oak Tree” — Georgia Heard](#)

[“Cinquain” — Paul B. Janeczko](#)

[“On Being the Oldest” — Karen Smith](#)

Professional Resources

[Writing Pathways: Performance Assessments and Learning Progressions, K–5 — Lucy Calkins](#)

[The Literacy Continuum — Irene Fountas and Gay Su Pinnell](#)

[Next Step Guided Reading Assessment, K–2 — Jan Richardson and Maria Walther](#)

Time Frame

6 weeks

Topic

Reading Workshop -- Launching

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts**Grade 4 Progress Indicators****Reading Literature**

- [RL.CR.4.1](#) — Cite details and examples from literary texts and make relevant connections when drawing inferences.
- [RL.CI.4.2](#) — Summarize a literary text and determine its theme using key details.
- [RL.IT.4.3](#) — Analyze characters, settings, and events using specific textual evidence.
- [L.VI.4.3](#) — Interpret figurative language, literary allusions, idioms, adages, proverbs, and word relationships.
- [L.RF.4.4](#) — Read grade-level texts accurately and fluently to support comprehension.

Reading Informational Text

- [RI.CR.4.1](#) — Cite details and examples from informational texts and make relevant connections when drawing inferences.
- [RI.CI.4.2](#) — Summarize an informational text and determine its main idea or author's purpose using key details.
- [RI.IT.4.3](#) — Explain individuals, events, procedures, ideas, and concepts using evidence from historical, scientific, or technical texts.
- [L.VL.4.2](#) — Determine the meanings of unfamiliar academic and domain-specific words using context, word parts, and reference materials.
- [RI.MF.4.6](#) — Explain how graphics and visual information support central ideas.
- [RI.AA.4.7](#) — Analyze how an author uses facts, details, and explanations to develop ideas and support reasoning.
- [L.RF.4.4](#) — Read grade-level informational texts accurately and fluently to support comprehension.

Speaking and Listening

- [SL.PE.4.1](#) — Participate effectively in collaborative discussions, build on others' ideas, ask and answer questions, follow discussion rules, and review key ideas.
- [SL.II.4.2](#) — Paraphrase information presented orally, visually, quantitatively, or through digital media.
- [SL.ES.4.3](#) — Identify the reasons and evidence a speaker uses to support particular points.
- [SL.PI.4.4](#) — Present a topic, text, story, or experience clearly using relevant facts and descriptive details.

Language

- [L.WF.4.2](#) — Apply Grade 4 spelling patterns, roots, prefixes, suffixes, and reference skills.
- [L.WF.4.3](#) — Apply conventions of grammar, sentence structure, paragraphing, capitalization, punctuation, and usage.
- [L.KL.4.1](#) — Use precise vocabulary, purposeful punctuation, and formal or informal English appropriate to the context.
- [L.VL.4.2](#) — Determine unfamiliar and multiple-meaning words using context, Greek and Latin roots, affixes, and reference materials.
- [L.VI.4.3](#) — Explain similes, metaphors, literary allusions, idioms, adages, proverbs, synonyms, and antonyms.

Learning Activities & Key Concepts and Skills**Essential Questions:**

- What is Reading Workshop?
- What is a mentor text?
- Why do readers read?
- Why do readers collaborate in a reading community?

Guiding Questions:

- What are the students' roles and responsibilities during Reading Workshop?
- What do students learn about being a reader from mentor texts and independent reading books?
- Why are mentor texts used?
- How do readers approach each text differently based on genre?
- What are the central ideas or messages of the text?
- What connections can be made to the text?
- How do readers choose a "just right" book?
- How do readers collaborate in a reading community?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- rules, routines and expectations
- similarities and differences among genres

B: STUDENTS WILL UNDERSTAND THAT:

- each text has a main idea or central message
- there are differences between books: entertain, inform and persuade
- context clues can assist with deriving meaning of new vocabulary presented within the text.
- good readers ask questions to derive meaning from the text.

C: STUDENTS WILL BE ABLE TO:

- set goals for themselves as readers and read for sustained periods of time.
- select appropriate texts.
- use a reading log appropriately.
- make appropriate connections, draw conclusions, and infer from text.
- participate in collaborative conversations while following rules for discussion.

identify the main idea or central message of a text and make meaning from text using story elements and writer's craft.

- create a reading notebook and notate their thinking about the text.
- learn how to ask and answer questions to clarify understanding and key details of a text.
- • answer questions to demonstrate understanding of key details within a text and provide evidence for questions answered.
- recognize the difference between books that entertain, inform, and persuade.
- self monitor skills.
- identify text features and key information in a text.
- determine meaning of challenging vocabulary words and phrases in text
- apply skills and strategies to gain meaning from text.
- visualize based on rich descriptions within the text.
- present their ideas about a topic or text and use relevant facts and details to support their point of view.

Suggested Learning Activities:

Reading Fundamentals: Launching, Grade 4 by Schoolwide

- [Schoolwide Reading Fundamentals](#) — Introduce the reading-workshop structure, routines, student roles, responsibilities, and expectations.
- [New Jersey Climate Change Education by Grade Band](#) — Embed texts about climate, weather, ecosystems, conservation, sustainability, and community solutions.
- [Select “just-right” books](#) — Teach students to select books based on purpose, interest, topic, genre, vocabulary, and reading ability.
- [Set personal reading goals](#) — Students reflect on their reading habits, strengths, interests, and areas for growth.
- [Use a K-W-L chart](#) — Activate prior knowledge, ask questions, and record new learning from climate and other content-area texts.
- [Practice comprehension strategies](#) — Preview, question, visualize, reread, adjust reading rate, and use text features when meaning is unclear.
- [Record thinking with digital sticky notes](#) — Track questions, connections, predictions, important details, and reactions in preparation for discussion.
- [Retell and summarize reading](#) — Retell important events or ideas in a logical sequence using key details.
- [Practice collaborative book discussions](#) — Ask and answer questions, listen respectfully, build on others' ideas, and support responses with text evidence.
- [Visualize while reading](#) — Create sketches or written descriptions showing the mental images formed from a text.
- [Explore poetry and imagery](#) — Notice repetition, rhythm, line breaks, emotion, imagery, and central messages in poetry.
- [Use nonfiction text features](#) — Use headings, captions, diagrams, photographs, maps, charts, and other features to identify important information.
- [Explore climate and Earth science texts](#) — Apply workshop routines and comprehension strategies to student-friendly texts about Earth, weather, climate, and environmental systems.
- [New Jersey Climate Interdisciplinary Connections](#) — Locate examples of climate

learning connected across English language arts, science, social studies, and other subjects.

Assessments

Formative:

- running record with comprehension assessment
- teacher/student conferences
- observations of peer conferences and student sharing
- classroom discussions
- reader's notebook
- post-it notes
- student self-reflection and goal setting
- Student Performance Checklist

Summative:

- running record with comprehension assessment
- Independent Reading book project or assignment (e.g., essay, poster, advertisement)

Benchmark:

- Scholastic Next Step Guided Reading Assessment (beginning of year)

Alternative:

- student self-assessment
- one-on-one conference or interview
- observation of student

Interdisciplinary Connections

Workshop and Civics Connections

In this launching unit, classroom rules and routines help create a respectful, collaborative community of learners.

- [**6.1.5.CivicsPR.1**](#) — Compare procedures for making decisions in classroom, school, government, and community settings.
- [**6.1.5.CivicsPR.3**](#) — Evaluate school and community rules, laws, or policies and determine whether they accomplish their intended purpose.
- [**6.1.5.CivicsCM.3**](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.
- [**Official New Jersey Social Studies Standards**](#)

[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 personal, academic, community, and global problems.
[6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.
[9.4.5.DC.4](#) — Model safe, legal, and ethical behavior when using online or offline technology.
[8.1.5.NI.2](#) — Explain how information is transmitted through computer networks and identify security measures that protect information.

Computer Science & Design Thinking

Standard

- [8.1.5.CS.2](#) — Model how computer software and hardware work together as a system to accomplish tasks.

Online Platforms and Resources

- [BrainPOP Jr.](#)
- [Google Classroom](#)
- **Google Slides**
- [Google Docs](#)
- [IXL](#)
- [Learning Ally](#)
- [ReadWorks](#)
- [Scholastic News](#)
- **Scholastic Education Resources**
- [Storyworks](#)
- [Seesaw](#)

Time Frame	9 Weeks
Topic	
Writing Workshop -- Launching the Writing Workshop: How Writers Work	
Alignment to Standards	
<u>Writing Standards</u> W.NW.4.3 — Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences. W.NW.4.3.1 — Establish a situation and introduce a narrator and/or characters; organize an	

event sequence that unfolds naturally.

[W.NW.4.3.2](#) — Use dialogue and description to develop experiences and events or show how characters respond to situations.

[W.NW.4.3.3](#) — Use a variety of transitional words and phrases to manage the sequence of events.

[W.NW.4.3.4](#) — Use concrete words, phrases, sensory details, and figurative language to convey experiences and events precisely.

[W.NW.4.3.5](#) — Provide a conclusion that follows from the narrated experiences or events.

[W.WP.4.4](#) — Develop and strengthen writing by planning, revising, editing, rewriting, and using feedback from peers and adults.

[W.WR.4.5](#) — Conduct short research projects using multiple sources to build knowledge about a topic.

[W.SE.4.6](#) — Gather relevant information from print and digital sources, take notes, organize information, and provide a list of sources.

[W.RW.4.7](#) — Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

[SL.PE.4.1](#) — Engage effectively in collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.

[SL.PE.4.1.1](#) — Draw on previously read texts, materials, and background knowledge to explore ideas during discussions.

[SL.PE.4.1.2](#) — Follow agreed-upon discussion rules and carry out assigned roles.

[SL.PE.4.1.3](#) — Ask and answer specific questions, clarify information, and connect comments to the ideas of others.

[SL.PE.4.1.4](#) — Review key ideas expressed during a discussion and explain personal ideas and understanding.

[SL.II.4.2](#) — Paraphrase information from a text read aloud or information presented through visual, quantitative, oral, or digital formats.

[SL.ES.4.3](#) — Identify the reasons and evidence a speaker uses to support particular points.

[SL.PI.4.4](#) — Report on a topic or text, tell a story, or recount an experience in an organized

manner using appropriate facts and descriptive details.

SL.UM.4.5 — Add audio recordings and visual displays to presentations when appropriate to support main ideas or themes.

SL.AS.4.6 — Adapt speech to different contexts and tasks, using formal English when appropriate.

Language Standards

L.WF.4.2 — Demonstrate command of grade-appropriate spelling patterns, including multisyllabic words, roots, prefixes, and suffixes.

L.WF.4.3 — Demonstrate command of standard English grammar, sentence structure, capitalization, punctuation, and usage when writing.

L.KL.4.1 — Use knowledge of language and its conventions when writing, speaking, reading, and listening.

L.KL.4.1.1 — Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.

L.VL.4.2 — Determine or clarify the meaning of unknown and multiple-meaning words using context, word parts, and reference materials.

L.VI.4.3 — Demonstrate understanding of figurative language, word relationships, idioms, adages, proverbs, and nuances in word meanings.

Learning Activities & Key Concepts and Skills

Essential Questions:

- Why is writing important?
- What are the roles of a writer?

Guiding Questions:

- How do writers generate ideas?
- How do writers create collections of writing pieces?
- How do writers use mentor texts to guide and support their writing?
- How do writers use the writing process to develop a published piece?

Essential Knowledge, Skills, and Enduring Understandings:

A: STUDENTS WILL KNOW:

- steps of the writing process
- academic vocabulary of the writing workshop

B: STUDENTS WILL UNDERSTAND THAT:

- life experiences and mentor texts assist in generating ideas
- collections of narrative pieces are essential for creating a published piece

- writing is a process and has multiple steps

C: STUDENTS WILL BE ABLE TO:

- follow routines and procedures of writer's workshop
- brainstorm ideas
- make connections to mentor texts
- write about life experiences
- create a collection of writing pieces
- write with purpose and organization
- use narrative techniques
- follow steps of the writing process
- write over an extended period of time
- create a published piece of writing with support from the teacher

Suggested Learning Activities: Personal Narrative Writing

- [Pre-Assessment](#) — Students independently plan, draft, revise, and edit an on-demand personal narrative in approximately 45 minutes.
- Immersion — Read personal narrative mentor texts, examine author's purpose and craft, introduce writer's notebooks, and discuss meaningful experiences with writing partners.
- Generating Ideas — Use heart maps, timelines, photographs, strong emotions, memorable people, and important places to generate focused "small moment" stories.
- Selecting and Rehearsing — Choose one meaningful experience, sketch key scenes, collect sensory details, and orally rehearse the beginning, middle, and ending.
- Drafting — Write a clear sequence of events using dialogue, description, internal thinking, precise language, and transitional words.
- [Revising and Peer Review](#) — Strengthen leads, endings, pacing, dialogue, elaboration, sentence variety, and audience clarity.
- [Editing Checklist](#) — Edit capitalization, usage, punctuation, spelling, paragraphing, dialogue, fragments, and run-on sentences.
- Publishing and Reflection — Prepare a polished final copy, add a title or illustration, share through an author celebration or digital collection, and set a new writing goal.

Updated Grade 4 Standards

- [W.NW.4.3](#) — Write narratives using effective techniques, descriptive details, and clear event sequences.
- [W.WP.4.4](#) — Strengthen writing through planning, revising, editing, feedback, and sentence development.
- [W.RW.4.7](#) — Write routinely over extended and shorter time frames for different purposes and audiences.
- [SL.PE.4.1](#) — Participate effectively in collaborative discussions and build on others' ideas.
- [SL.PI.4.4](#) — Recount an experience in an organized manner using relevant descriptive

details.

- [L.WF.4.2](#) — Apply Grade 4 spelling and reference skills.
- [L.WF.4.3](#) — Apply grammar, paragraphing, capitalization, punctuation, and sentence conventions.
- [L.KL.4.1](#) — Use precise language and purposeful punctuation appropriate to the task.
- [Official 2023 NJSLs-ELA Grade 4 Standards](#)

Assessments

Formative:

- on-demand narrative pre-assessment
- one-on-one conferences with students throughout the writing process
- exercises and activities during various steps of the writing process
- writer's notebook entries
- student self reflection
- Student Performance Checklist

Summative:

- final copy of published narrative, assessed with standards-based rubric

Benchmark:

- IXL

Alternative:

- student self-assessment
- visual or oral presentation
- one-on-one student conference or interview

Interdisciplinary Connections

In this launching unit, classroom rules, expectations, and routines will be established. Social studies civics standards will be integrated to support the development of a respectful, collaborative community of learners.

New Jersey Student Learning Standards for Social Studies

[6.1.5.CivicsPR.1](#) — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.

[6.1.5.CivicsPR.3](#) — Evaluate school and community rules, laws, and policies and determine whether they meet their intended purposes.

[6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving among people with different perspectives.

Official NJDOE links:

[New Jersey Student Learning Standards for Social Studies](#)

[New Jersey Student Learning Standards Main Page](#)

Career Readiness, Life Literacies, and Key Skills

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

[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 personal, academic, community, and global problems. This standard may be connected to [6.1.5.CivicsCM.3](#), which addresses collaboration and problem-solving with individuals who have different perspectives.

[9.4.5.DC.4](#) — Model safe, legal, and ethical behavior when using online or offline technology. This standard may be connected to [8.1.5.NI.2](#), which addresses computer networks and information security.

Additional official NJDOE resources:

[Career Readiness, Life Literacies, and Key Skills Standards](#)

[New Jersey Student Learning Standards](#)

Computer Science & Design Thinking

[8.1.5.CS.2](#) — Model how computer software and hardware work together as a system to accomplish tasks. This standard appears in New Jersey's Computer Science and Design Thinking standards.

Online Platforms and Resources:

[BrainPOP Jr.](#)

[Google Classroom](#)

[Google Slides](#)

[Google Docs](#)

[IXL](#)

Scholastic

Time Frame	9 Weeks
Topic	
Reading Workshop -- Fiction	
Alignment to Standards	
Reading Literature • RL.CR.4.1 — Cite details and examples as textual evidence and make relevant connections when drawing inferences. • RL.CI.4.2 — Summarize a literary text and interpret its theme using key details. • RL.IT.4.3 — Analyze characters, settings, individuals, and events using textual evidence. • RL.TS.4.4 — Explain differences among poetry, drama, and prose and their structural elements. • RL.PP.4.5 — Compare first-person and third-person points of view. • RL.MF.4.6 — Connect descriptions and directions in a text with visual or oral representations. • RL.CT.4.8 — Compare the treatment of similar themes, topics, and event patterns in texts by authors from different cultures. Speaking and Listening • SL.PE.4.1 — Participate effectively in collaborative discussions, build on others' ideas, ask and answer questions, and review key ideas. • SL.II.4.2 — Paraphrase information presented orally or through different media. • SL.ES.4.3 — Identify a speaker's reasons and supporting evidence. • SL.PI.4.4 — Present a topic, text, story, or experience clearly and logically. • SL.UM.4.5 — Add audio and visual displays to presentations when appropriate. • SL.AS.4.6 — Use formal or informal English as appropriate to the task and setting. Language • L.RF.4.3 — Apply phonics, syllabication, roots, affixes, and word-analysis skills. • L.RF.4.4 — Read accurately and fluently to support comprehension. • L.WF.4.2 — Demonstrate command of spelling and encoding conventions. • L.WF.4.3 — Demonstrate command of grammar, sentence structure, capitalization, and punctuation. • L.KL.4.1 — Use language conventions, precise vocabulary, punctuation for effect, and formal or informal English appropriately. • L.VL.4.2 — Determine meanings using context, Greek and Latin roots, affixes, and reference materials.	

- [L.VI.4.3](#) — Understand figurative language, literary allusions, idioms, proverbs, synonyms, and antonyms.

Learning Activities & Key Concepts and Skills

Essential Questions:

- What are the common story elements of fictional literature?
- How do students connect with fictional literature?
- What is a folktale and where are folktales derived from?
- What are common elements of a folktale?
- What is the theme or message in a fictional piece?

Guiding Questions:

- What type of fiction is this story?
- How can I identify the story elements?
- How can I use visualization to better understand the story?
- What connections can I make to the main characters?
- How can I identify the central message or theme using schema and textual evidence?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- different genres of fiction (e.g., fantasy, traditional tales, realistic).
- literary elements including character, setting, plot, tone, and conflict
- different types of characters

B: STUDENTS WILL UNDERSTAND THAT:

- there are varying types of fiction literature
- the characters thoughts, actions and feelings help to shape the plot
- fiction literature follows an organized and correct sequence
- literature can be written from multiple points of view
- folktales have a central theme or message

C: STUDENTS WILL BE ABLE TO:

- read and identify fiction texts types
- identify story elements and retell story events using transitional phrases
- use comprehension skills to better understand the text
- use strategies to figure out unfamiliar vocabulary
- use text evidence to support thinking
- infer author's purpose, viewpoint, and character's feelings
- determine central message or theme
- compare and contrast two or more versions of the same story
- determine the meaning of nonliteral or figurative language in order to better understand the text

Suggested Learning Activities**Reading Fundamentals: Fiction, Grade 4**

1. Introduce fiction genres: Read mentor texts and discuss traditional literature,

- fantasy, and realistic fiction. Use [CommonLit](#), [Storyline Online](#), and [ReadWorks](#). Standards: [RL.CR.4.1](#), [RL.CT.4.8](#).
2. Sequence story events: Identify the beginning, middle, end, and temporal words such as *first*, *next*, *later*, and *finally*. Use the [ReadWriteThink Story Map](#). Standards: [RL.CR.4.1](#), [RL.CI.4.2](#), [RL.IT.4.3](#).
 3. Explore folktales: Compare folktales from different cultures and identify repeated events, conflicts, lessons, and themes. Use [Aesop's Fables](#), [American Folklore](#), and [World of Tales](#). Standards: [RL.CI.4.2](#), [RL.CT.4.8](#).
 4. Analyze characters: Track characters' traits, thoughts, actions, feelings, problems, and responses to challenges. Use [ReadWriteThink Character Perspective Charting](#). Standards: [RL.CR.4.1](#), [RL.IT.4.3](#).
 5. Study character change and conflict: Compare characters at the beginning and end of a story and identify the problem, response, resolution, and lesson learned. Use the [ReadWriteThink Story Map](#).
 6. Visualize descriptive language: Identify sensory details, vivid verbs, similes, and metaphors, then sketch the mental image created by the text. Use [Storyline Online](#) and [ReadWriteThink](#). Standards: [L.KL.4.1](#), [L.VI.4.3](#).
 7. Determine word meanings: Use context clues, examples, word parts, illustrations, dictionaries, and background knowledge to understand unfamiliar words. Use [Merriam-Webster](#) and [Wordsmyth](#). Standard: [L.VL.4.2](#).
 8. Make text connections: Connect stories to personal experiences, other texts, and world events, and explain how the connection supports comprehension. Use [CommonLit](#) and [ReadWorks](#). Standards: [RL.CR.4.1](#), [RL.CT.4.8](#).
 9. Compare texts and perspectives: Compare characters, themes, story versions, and first- and third-person narration. Use the [ReadWriteThink Compare and Contrast Map](#). Standards: [RL.PP.4.5](#), [RL.CT.4.8](#).
 10. Examine tone and dialogue: Analyze how word choice, punctuation, dialogue, and illustrations reveal tone, character, conflict, and plot. Use the [ReadWriteThink Comic Creator](#). Standards: [RL.IT.4.3](#), [L.WF.4.3](#).
 11. Compare prose and drama: Identify features of narrative stories and dramatic scripts, then convert a scene into a script for performance. Use [Reader's Theater Editions](#). Standard: [RL.TS.4.4](#).
 12. Ask questions and make predictions: Record questions and predictions before, during, and after reading and support ideas with evidence. Use [ReadWorks](#) and [CommonLit](#). Standards: [RL.CR.4.1](#), [SL.PE.4.1](#).
 13. Interpret figurative language: Identify similes, metaphors, personification, idioms, adages, proverbs, and hyperbole and explain their effect on meaning. Use [ReadWriteThink Eye on Idioms](#) and [Flocabulary](#). Standard: [L.VI.4.3](#).

Online Platforms and Resources:

- BrainPopJr.
- Google Classroom, Google Slides, Google Documents
- IXL
- Learning Ally
- Readworks.org
- Scholastic News, Stora, Storyworks

Assessments

Formative:

- Running records
- Grade 4 Fiction Reading Assessment
- teacher/student conferences
- observations of peer conferences and student sharing
- classroom discussions
- reader's notebook
- post-it notes
- student self-reflection and goal setting
- student performance checklist

Summative:

- running record with comprehension assessment
- Independent Reading book project or assignment (e.g., essay, poster, advertisement)
- Schoolwide Fiction Grade 4 Unit Assessment

Benchmark:

- IXL

Alternative:

- student self-assessment
- visual or oral presentation
- dramatization
- one-on-one conference or interview
- observation of student

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPR.1 — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.

Brief explanation: Students can compare how characters make decisions in fictional stories with how groups make decisions in classrooms and communities. They can evaluate whether decisions are fair, effective, and supported by others.

6.1.5.CivicsPR.3 — Evaluate school and community rules, laws, and policies and determine whether they meet their intended purpose.

Brief explanation: Students can examine rules found in a story's setting and discuss whether those rules solve problems, protect characters, or create conflict. They may also compare

fictional rules with real classroom or community rules.

6.1.5.CivicsCM.3 — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

Brief explanation: During partner and group discussions, students practice listening, taking turns, asking clarifying questions, disagreeing respectfully, and working with classmates who interpret a text differently.

6.1.5.HistoryUP.5 — Compare and contrast historians' interpretations of important historical ideas, resources, and events.

Brief explanation: Students learn that the same event can be interpreted in different ways. This connects to comparing different versions of traditional tales, historical fiction, or stories told by different narrators.

6.1.5.HistoryUP.6 — Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Brief explanation: Students compare how characters from different backgrounds understand the same event. They use details from the text to explain how experiences, culture, beliefs, and emotions influence each character's perspective.

6.1.5.HistoryUP.7 — Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Brief explanation: Reading folktales and fictional stories from different cultures helps students understand diverse traditions, values, experiences, and viewpoints. Students learn to make respectful comparisons without assuming that one culture or perspective is superior to another.

Overall Connection to the Fiction Unit

These Social Studies standards strengthen the fiction unit by encouraging students to:

- Analyze how characters make decisions.
- Evaluate rules and their purposes.
- Collaborate respectfully during discussions.
- Compare different accounts or versions of events.
- Examine how perspective affects interpretation.
- Develop an understanding of cultures represented in literature.

They work especially well with lessons involving folktales, traditional literature, character conflicts, point of view, collaborative discussions, text-to-text comparisons, and stories from different cultures.

9.4.5.CT.3 — Describe how digital tools and technology may be used to solve problems.

Brief explanation: Students identify ways digital tools can help them research information, organize ideas, communicate, create presentations, and solve academic or real-world problems.

9.4.5.CT.4 — Apply critical-thinking and problem-solving strategies to different types of problems, including personal, academic, community, and global problems.

Brief explanation: Students analyze a problem, consider different perspectives, compare possible solutions, and explain which solution may be most effective. This standard also supports

6.1.5.CivicsCM.3, which focuses on collaboration and problem-solving with people who have different perspectives.

9.4.5.DC.4 — Model safe, legal, and ethical behavior when using online or offline technology.

Brief explanation: Students practice protecting personal information, respecting copyright, citing digital sources, communicating respectfully, and using devices and online resources responsibly. This standard connects with **8.1.5.NI.2**, which addresses safe and secure use of computer networks and information.

Computer Science & Design Thinking

8.1.5.CS.2 — Model how computer software and hardware work together as a system to accomplish tasks.

Brief explanation: Students explain how physical computer components, such as a keyboard, screen, processor, and storage device, work with software programs to complete a task.

Time Frame	10 weeks
Topic	
Writing Workshop -- Informational/Explanatory: Nonfiction	
Alignment to Standards	
<u>Writing Standards</u>	
<u>W.IW.4.2</u> — Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
<u>W.IW.4.2.1</u> — Introduce a topic clearly and group related information in paragraphs and sections. Include formatting, text features, illustrations, diagrams, captions, and multimedia	

when useful for comprehension.

W.IW.4.2.2 — Develop the topic with facts, definitions, concrete details, textual evidence, information, and relevant examples.

W.IW.4.2.3 — Link ideas within paragraphs and sections using words and phrases such as *another*, *for example*, *also*, and *because*.

W.IW.4.2.4 — Use precise language and domain-specific vocabulary to inform or explain the topic.

W.IW.4.2.5 — Provide a conclusion related to the information or explanation presented.

W.WP.4.4 — With guidance and support from peers and adults, develop and strengthen writing through planning, revising, and editing.

W.WP.4.4.1 — Identify the audience, purpose, and intended length of the composition before writing.

W.WP.4.4.2 — Use specialized, topic-specific language appropriate for the audience, purpose, and subject matter.

W.WP.4.4.3 — Approach writing as a process that includes self-evaluation, revision, and editing.

W.WP.4.4.4 — Use adult and peer feedback and digital or print tools, including dictionaries, thesauruses, and spell-checkers, to evaluate and improve writing.

W.WP.4.4.5 — After drafting, expand, combine, and reduce sentences to improve meaning, audience awareness, and style.

W.WR.4.5 — Conduct short research projects using multiple print and non-print reference sources to build knowledge about different aspects of a topic.

W.SE.4.6 — Gather relevant information from multiple print and digital sources; take notes; prioritize and categorize information; and provide a list of sources.

W.RW.4.7 — Write routinely over extended time frames, including time for research and revision, and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

SL.PE.4.1 — Engage effectively in collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.

SL.PE.4.1.1 — Draw explicitly on previously read texts, materials, and background knowledge to explore ideas during discussions.

[SL.PE.4.1.2](#) — Follow agreed-upon discussion rules and carry out assigned roles.

[SL.PE.4.1.3](#) — Ask and answer specific questions to clarify or follow up on information and connect comments to the ideas of others.

[SL.PE.4.1.4](#) — Review key ideas expressed during a discussion and explain personal ideas and understanding in light of the discussion.

[SL.II.4.2](#) — Paraphrase portions of a text read aloud or information presented through visual, quantitative, oral, or other media formats.

[SL.ES.4.3](#) — Identify the reasons and evidence a speaker provides to support particular points.

[SL.PI.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; speak clearly at an understandable pace.

[SL.UM.4.5](#) — Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[SL.AS.4.6](#) — Differentiate between situations that require formal English and those in which informal discourse is appropriate; use formal English when appropriate to the task and situation.

Language Standards

[L.WF.4.2](#) — Demonstrate command of spelling and encoding conventions.

[L.WF.4.2.1](#) — Analyze and spell multisyllabic words containing common Latin roots, prefixes, and suffixes.

[L.WF.4.2.2](#) — Write affixed words that involve a sound or spelling change in the base word.

[L.WF.4.2.3](#) — Spell grade-appropriate words correctly, consulting reference materials when needed.

[L.WF.4.2.4](#) — Consult print and digital reference materials to determine pronunciation and clarify the precise meanings of important words and phrases.

[L.WF.4.3](#) — Demonstrate command of writing conventions, including grammar, sentence structure, capitalization, punctuation, and usage.

[L.WF.4.3.1](#) — Use basic paragraphing, including paragraph indentation and paragraphs in dialogue.

[L.WF.4.3.2](#) — Place adjectives and adverbs correctly and form comparative and superlative

adjectives and adverbs.

[L.WF.4.3.3](#) — Use independent clauses and coordinating conjunctions.

[L.WF.4.3.4](#) — Form irregular verbs and form and use progressive verb tenses.

[L.WF.4.3.5](#) — Form and use possessive nouns and pronouns.

[L.WF.4.3.6](#) — Capitalize the first word in quotations when appropriate and capitalize other important words, including section headings.

[L.WF.4.3.7](#) — Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; and use a comma before a coordinating conjunction in a compound sentence.

[L.WF.4.3.8](#) — Use apostrophes to show possession.

[L.KL.4.1](#) — Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[L.KL.4.1.1](#) — Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.

[L.KL.4.1.2](#) — Choose words and phrases that convey ideas precisely.

[L.KL.4.1.3](#) — Choose punctuation for effect.

[L.KL.4.1.4](#) — Differentiate between contexts that require formal English and situations in which informal discourse is appropriate.

[L.VL.4.2](#) — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases using a range of strategies.

[L.VL.4.2.1](#) — Use context, including definitions, examples, and restatements, as a clue to the meaning of a word or phrase.

[L.VL.4.2.2](#) — Use common, grade-appropriate Greek and Latin affixes and roots as clues to word meaning.

[L.VL.4.2.3](#) — Consult print and digital reference materials to determine pronunciation and clarify precise word meanings.

[L.VI.4.3](#) — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.VI.4.3.1](#) — Explain the meanings of simple similes and metaphors in context.

[L.VI.4.3.2](#) — Determine the meanings of words and phrases that allude to significant characters found in literature.

L.VI.4.3.3 — Recognize and explain the meanings of common idioms, adages, and proverbs.

L.VI.4.3.4 — Relate words to their opposites and to words with similar but not identical meanings.

Learning Activities & Key Concepts and Skills

Essential Questions:

- Why do writers write about real topics?
- Why do writers choose certain non fiction topics to write about?

Guiding Questions:

- How do writers develop a topic with facts, definitions, and concrete details?
- How do writers select and focus on a nonfiction topic to examine and develop?
- How do writers use technology to research non fiction?
- How do writers use mentor texts to guide and support their writing?
- How do writers use the writing process to develop a published non fiction piece?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- writers of nonfiction conduct research to gather information about their topics
- nonfiction pieces can be enhanced with facts, definitions, and concrete details.

B: STUDENTS WILL UNDERSTAND THAT:

- nonfiction is real
- incorporating diagrams and precise vocabulary aid in understanding non fiction writing
- appropriate organization is essential throughout the writing process
- writers have to research a topic in order to create a non fiction published piece
- writing is a process and has multiple steps

C: STUDENTS WILL BE ABLE TO:

- follow routines and procedures of writer's workshop
- model nonfiction writing after mentor text
- write about a real topic
- write with purpose and organization
- use nonfiction text features such as:
 - o literary language o table of contents
 - o sub headings/headings
 - o captions/labels
 - o diagrams
- follow steps of the writing process
- write over an extended period of time
- create a published piece of writing with support from the teacher

Suggested Learning Activities:

Informational Writing, Grade 4

1. Pre-Assessment: Students complete a 45-minute on-demand informational piece with an introduction, organized facts, transitions, and a conclusion. Climate topics may be

- offered as optional choices. Standards: [W.IW.4.2](#), [W.WP.4.4](#), [W.RW.4.7](#).
2. Immersion: Study nonfiction mentor texts, text features, visuals, author's purpose, organizational structures, voice, and domain-specific vocabulary. Use [ReadWorks](#), [CommonLit](#), [NASA Climate Kids](#), and [National Geographic Kids](#).
 3. Generate Ideas: Brainstorm topics, questions, personal interests, community issues, and climate-related subjects such as recycling, wildlife, flooding, energy use, and water conservation. Standards: [W.WR.4.5](#), [W.SE.4.6](#).
 4. Select a Topic: Choose a focused topic that is meaningful, researchable, and appropriate for several sections. Narrow broad climate topics into manageable Grade 4 questions.
 5. Research and Collect: Develop research questions, gather facts from reliable primary and secondary sources, take notes in students' own words, and select useful visuals. Use [NASA](#), [NOAA Education](#), [EPA Students](#), and [New Jersey Climate Education](#).
 6. Plan and Draft: Write an engaging introduction, organize information using sections or structures such as cause and effect, problem and solution, sequence, or compare and contrast, and include facts, examples, transitions, and a conclusion. Use the [ReadWriteThink Essay Map](#). Standard: [W.IW.4.2](#).
 7. Revise: Use peer feedback to improve clarity, organization, facts, examples, visuals, precise vocabulary, and domain-specific language. Standard: [W.WP.4.4](#).
 8. Edit: Check sentences, paragraphs, capitalization, punctuation, spelling, verb tense, headings, captions, source attribution, and ethical use of digital information. Use [Common Sense Education](#). Standards: [L.WF.4.2](#), [L.WF.4.3](#), [9.4.5.DC.4](#).
 9. Publish and Present: Create a polished article, book, brochure, poster, slideshow, webpage, or video and share it through a gallery walk, class museum, digital showcase, or author celebration. Use [Book Creator](#), [Adobe Express for Education](#), or [Google Slides](#). Standards: [SL.PI.4.4](#), [SL.UM.4.5](#), [9.4.5.CT.3](#).
 10. Grammar and Conventions: Teach sentence structure, paragraphing, commas, quotation marks, verb tense, precise word choice, spelling, headings, and captions within students' current drafts. Standards: [L.WF.4.2](#), [L.WF.4.3](#), [L.KL.4.1](#).
 11. Climate Connections: Embed climate-related texts and research across the unit through optional topics, reliable sources, data displays, community issues, and solution-based writing. Use [NJ Climate Change Education](#), [NASA Climate Kids](#), [NOAA Climate Education](#), and [EPA Climate Change Resources](#).

Assessments

Formative:

- on-demand informational/explanatory pre-assessment
- notes created from research on non fiction topic
- one-on-one conferences with students throughout the writing process
- exercises and activities during various stages of the writing process
- writer's notebook entries
- student self reflection
- Student Performance Checklist

Summative:

- final copy of published nonfiction writing piece, assessed with standards-based rubric

Benchmark:

- IXL

Alternative:

- student self-assessment
- visual or oral presentation
- dramatization
- one-on-one conference or interview
- observation of student

Interdisciplinary Connections

4-LS1-1 — Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Brief explanation: Students use evidence to explain how structures such as roots, stems, wings, eyes, bones, and protective coverings help living things survive and function. This standard may connect to informational writing about plant adaptations, animal body systems, habitats, or environmental change.

4-LS1-2 — Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Brief explanation: Students create or interpret models showing how animals use sight, hearing, smell, taste, and touch to receive information and respond. This standard may support research and explanatory writing about animal behavior, senses, communication, or survival.

4-ESS1-1 — Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Brief explanation: Students examine patterns in rocks and fossils to explain how landscapes have changed. This standard works well with informational writing about fossils, erosion, ancient environments, landforms, and Earth's history.

4-ESS2-1 — Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Brief explanation: Students collect and analyze evidence showing how natural forces break down and move soil and rock. This standard may be addressed through research, observations, experiments, diagrams, and explanatory writing about erosion and changing

landscapes.

Additional Climate-Related Science Connections

4-ESS3-1 — Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

Brief explanation: Students research renewable and nonrenewable resources and explain how energy choices can affect air, water, land, wildlife, and communities.

4-ESS3-2 — Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans.

Brief explanation: Students compare possible solutions to problems such as flooding, erosion, extreme heat, storms, and other environmental hazards. This standard is especially appropriate for climate-change research and problem-and-solution writing.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPR.1 — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.

Brief explanation: Students compare how individuals and groups make decisions. This standard may be addressed when students discuss environmental issues, evaluate possible solutions, establish classroom research procedures, or make group decisions about a publication project.

6.1.5.CivicsCM.3 — Identify the types of behaviors that promote collaboration and problem-solving with others who have different perspectives.

Brief explanation: Students practice listening respectfully, sharing evidence, asking questions, considering different viewpoints, and reaching solutions during peer conferences, collaborative research, and group discussions.

6.1.5.HistoryCC.9 — Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Brief explanation: Students research important New Jersey figures and explain how their ideas, inventions, discoveries, leadership, or other contributions affected the state or society. This can serve as a topic for biography or informational writing.

6.1.5.HistoryUP.5 — Compare and contrast historians' interpretations of important historical ideas, resources, and events.

Brief explanation: Students compare different accounts of the same historical topic and consider why authors or historians may interpret evidence differently. This standard supports work with primary and secondary sources, source evaluation, note-taking, and

evidence-based writing.

Content-Area Application

Depending on the topics students select for their informational writing, different science and social studies standards may be addressed. The standards listed above are examples and should be selected only when they are directly connected to the texts, research, discussions, investigations, or writing tasks included in the unit.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3 — Describe how digital tools and technology may be used to solve problems.

Brief explanation: Students identify ways technology can help them research information, organize ideas, communicate, create products, analyze information, and solve classroom or real-world problems.

9.4.5.CT.4 — Apply critical-thinking and problem-solving strategies to different types of problems, including personal, academic, community, and global problems.

Brief explanation: Students define a problem, gather information, consider different viewpoints, compare possible solutions, and explain which solution is most appropriate.

This standard connects with **6.1.5.CivicsCM.3**, which asks students to identify behaviors that support collaboration and problem-solving with people who have different perspectives.

9.4.5.DC.4 — Model safe, legal, and ethical behavior when using online or offline technology.

Brief explanation: Students protect personal information, communicate respectfully, follow copyright rules, cite digital sources, use images and information responsibly, and follow school expectations when using technology.

This standard connects with **8.1.5.NI.2**, which addresses protecting information and using security measures when working with computer networks.

Computer Science & Design Thinking

8.1.5.CS.2 — Model how computer software and hardware work together as a system to accomplish tasks.

Brief explanation: Students explain how physical computer components, such as a keyboard, processor, screen, and storage device, interact with software programs to complete a task. This standard can be addressed when students use computers to research, write, organize information, create visuals, or publish a digital project.

8.1.5.DA.1 — Collect, organize, and display data in order to highlight relationships or support

a claim.

Brief explanation: Students gather information or data, organize it into categories, and display it in a useful format. They may use tables, charts, graphs, surveys, observations, or digital tools to identify patterns and support a conclusion or claim.

8.1.5.DA.3 — Organize and present collected data visually to communicate insights gained from different views of the data.

Brief explanation: Students create visual representations of data, such as bar graphs, line graphs, pie charts, diagrams, or digital displays. They compare different ways of presenting the same data and explain which format communicates the information most clearly.

Alignment with Informational Writing Activities

These standards support Grade 4 informational-writing activities in which students:

- Conduct surveys or make observations.
- Collect facts or measurements.
- Organize research notes into categories.
- Create charts, graphs, diagrams, or other visual aids.
- Use digital tools to draft and publish writing.
- Use data as evidence to support an explanation or claim.
- Explain patterns found in environmental or climate-related data.

For example, students could collect data about classroom waste, daily temperature, energy use, rainfall, plant growth, or recycling habits and present their findings in an informational report.

Online Platforms and Resources:

- BrainPopJr.
- Google Classroom, Google Slides, Google Documents
- IXL
- Learning Ally
- Readworks.org
- Scholastic News, Stora, Storyworks
- Seesaw
- Sites for information or research such as DKFindout or NatGeoKids
- *Science Dimensions* online

Time Frame	8 weeks
Topic	

Reading Workshop -- Nonfiction

Alignment to Standards

Reading Informational Text

RI.CR.4.1 — Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

Brief explanation: Students use specific facts, examples, and details from an informational text to explain their answers and support reasonable inferences.

RI.CI.4.2 — Summarize an informational text and interpret the author's purpose or main idea, citing key details from the text.

Brief explanation: Students identify the main idea or author's purpose and explain how important details support it. They also provide an accurate summary.

RI.IT.4.3 — Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

Brief explanation: Students explain processes, events, and ideas by using specific evidence to show what happened, how it happened, and why it happened.

RI.TS.4.4 — Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Text structures may include: Chronological order, Comparison and contrast, Cause and effect, Problem and solution

Brief explanation: Students identify how an author organizes information and explain how that structure supports understanding.

RI.PP.4.5 — Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the points of view represented.

Brief explanation: Students examine two or more accounts of the same subject and compare the information, perspectives, and details included by each author.

RI.MF.4.6 — Use evidence to show how graphics and visuals support central ideas.

Visuals may include: Illustrations, Charts, Graphs, Diagrams, Timelines, Animations

Brief explanation: Students interpret information presented visually and explain how it adds to or clarifies the written information.

RI.AA.4.7 — Analyze how an author uses facts, details, and explanations to develop ideas or support reasoning.

Brief explanation: Students identify an author's claims or main points and evaluate how facts, examples, and explanations support those ideas.

RI.CT.4.8 — Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts by authors from different cultures.

Brief explanation: Students integrate information from multiple texts and compare how different authors or cultures present the same or similar topics.

Vocabulary in Informational Text

The former **RI.4.4** vocabulary standard is now primarily addressed through the Language Domain.

L.VL.4.2 — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases based on Grade 4 reading and content.

Brief explanation: Students use context, word parts, dictionaries, glossaries, and other reference materials to determine the meanings of unfamiliar academic and subject-specific vocabulary.

L.RF.4.4 — Read with sufficient accuracy and fluency to support comprehension.

Students are expected to:

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, an appropriate rate, and expression.
3. Use context to confirm or correct word recognition and understanding, rereading when necessary.

Speaking and Listening

SL.PE.4.1 — Engage effectively in a range of collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.

Brief explanation: Students participate appropriately in partner, small-group, and teacher-led discussions.

SL.II.4.2 — Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visual, quantitative, and oral formats.

Brief explanation: Students restate important information accurately in their own words.

SL.ES.4.3 — Identify the reasons and evidence a speaker provides to support particular points.

Brief explanation: Students listen for a speaker's main points and identify the facts, examples, and reasons used as support.

SL.PI.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; speak clearly at an understandable pace.

Brief explanation: Students organize and clearly present information using relevant evidence and details.

SL.UM.4.5 — Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Brief explanation: Students use visuals or audio when those elements help explain or strengthen a presentation.

SL.AS.4.6 — Differentiate between situations that call for formal English and situations in which informal discourse is appropriate; use formal English when appropriate to the task and situation.

Brief explanation: Students adjust their speaking style based on their audience, purpose, and setting.

Language

L.WF.4.2 — Demonstrate command of the conventions of encoding and spelling.

Students are expected to:

1. Analyze and spell multisyllabic words containing common Latin roots, prefixes, and suffixes.
2. Write affixed words that involve a sound or spelling change in the base word.
3. Spell grade-appropriate words correctly, consulting references as needed.
4. Consult print and digital reference materials to determine pronunciation and clarify precise word meanings.

Brief explanation: Students apply spelling patterns, morphology, and reference skills when reading and writing unfamiliar words.

L.WF.4.3 — Demonstrate command of writing conventions, including grammar, sentence structure, capitalization, punctuation, and usage.

Students are expected to:

1. Use basic paragraphing, including indentation and paragraphs in dialogue.
2. Place adjectives and adverbs correctly and form comparative and superlative adjectives and adverbs.
3. Use independent clauses and coordinating conjunctions.
4. Form irregular verbs and use progressive verb tenses.
5. Form and use possessive nouns and pronouns.
6. Capitalize the first word in quotations when appropriate and capitalize important words such as section headings.
7. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; and use a comma before a coordinating conjunction in a compound sentence.
8. Use apostrophes to show possession.

Brief explanation: Students apply Grade 4 grammar, capitalization, punctuation, paragraphing, and sentence-construction skills in their writing.

L.KL.4.1 — Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students are expected to:

1. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.
2. Choose words and phrases that convey ideas precisely.
3. Choose punctuation for effect.
4. Differentiate between situations that call for formal English and situations in which informal discourse is appropriate.

Brief explanation: Students make purposeful choices about vocabulary, punctuation, and formal or informal language.

L.VL.4.2 — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases based on Grade 4 reading and content.

Students are expected to:

1. Use context, including definitions, examples, and restatements, as clues to meaning.
2. Use common Greek and Latin roots and affixes as clues to meaning.
3. Consult print and digital dictionaries, glossaries, thesauruses, and other references.

Brief explanation: Students use multiple strategies to determine and confirm the meanings of unfamiliar words.

L.VI.4.3 — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Students are expected to:

1. Explain simple similes and metaphors in context.
2. Determine the meanings of allusions to significant literary characters.
3. Recognize and explain common idioms, adages, and proverbs.
4. Relate words to their antonyms and to synonyms with similar but not identical meanings.

Brief explanation: Students interpret nonliteral expressions and examine relationships among words to develop deeper vocabulary knowledge.

Learning Activities & Key Concepts and Skills

Essential Questions:

- What are various types of nonfiction text?
- What are the differences between nonfiction texts?
- What are the features of nonfiction and how do they help us better understand the text?
- What comprehension strategies can be used to better assist with understanding nonfiction text?

Guiding Questions:

- How is reading nonfiction different than reading other genres?
- What is the purpose of the different types of nonfiction text?
- What are the central ideas or messages of the text?
- What text features and structures are identified to better understand the text?
- How does identifying main ideas and details assist in comprehending the nonfiction text?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- the differences between three types of nonfiction and the purpose of each
- common nonfiction text features

B: STUDENTS WILL UNDERSTAND THAT:

- there are multiple types of nonfiction text with distinct text features
- multiple strategies will assist with understanding
- text features support understanding

C: STUDENTS WILL BE ABLE TO:

- read and identify nonfiction texts types
- identify text structure and text features
- use text features to locate information within the text
- use comprehension skills to better understand the text
- use strategies to figure out unfamiliar vocabulary
- analyze author's word choice and its impact on meaning of text
- use text evidence to support thinking
- infer author's purpose and viewpoint
- summarize, synthesize, and compare information
- understand how author's word choice and tone affects the meaning of the text
- analyze and evaluate arguments in nonfiction texts

Suggested Learning Activities:

Reading Workshop Lessons

Reading Fundamentals: Nonfiction, Grade 4 by Schoolwide

- [Schoolwide Reading Fundamentals](#)
- [Schoolwide Grade 4 Nonfiction Literacy Sampler](#)

Climate-Change Integration

- [New Jersey Climate Change Education by Grade Band](#)
- [New Jersey Climate Change Instructional Resources](#)
- [New Jersey Sample Interdisciplinary Climate Connections](#)

Climate change should be embedded across content areas. Nonfiction lessons may include texts about weather and climate, ecosystems, habitats, erosion, natural resources, sustainability, environmental changes, and community solutions.

Interactive Read-Aloud Lessons

- [Introduce a purpose for reading nonfiction](#) — Students preview a text, activate prior knowledge, and establish a reason for reading.
- [Read nonfiction mentor texts and lead discussions](#) — Students examine informational science texts and discuss how authors communicate ideas.
- [Explore reference, literary nonfiction, and biography](#) — Students identify and compare different types of nonfiction.
- [Activate schema and build meaning](#) — Students connect prior knowledge with new information from a text.
- [Identify nonfiction text structures and features](#) — Students examine headings, captions, labels, photographs, diagrams, and other organizational features.
- [Use nonfiction features to improve comprehension](#) — Students explain how headings and sections organize and clarify information.
- [Read nonfiction purposefully and with focus](#) — Students skim and scan texts to locate main ideas and specific details.
- [Use prior knowledge, inquiry, reading, and rereading](#) — Students ask questions and use multiple texts to build new knowledge.
- [Synthesize information from multiple texts](#) — Students connect information from related fiction and nonfiction texts.
- [Explore description text structure](#) — Students identify details that describe a topic, person, place, object, or process.
- [Explore compare-and-contrast structure](#) — Students organize similarities and differences between nonfiction topics or texts.
- [Explore chronological and sequence structure](#) — Students locate and arrange events, steps, or information in order.
- [Explore problem-and-solution structure](#) — Students identify environmental or community problems and evaluate possible solutions.
- [Explore cause-and-effect structure](#) — Students identify events or conditions that cause

particular results.

- [Explain how text structure supports meaning](#) — Students explain why an author selected a particular structure and how it supports comprehension.
- [Self-monitor and use fix-up strategies](#) — Students preview, identify confusing information, determine the main idea, and review their understanding.
- [Identify the author's purpose and message](#) — Students examine how an author presents and organizes information in an online nonfiction text.
- [Ask who, what, where, when, why, and how](#) — Students record important information, interesting facts, and questions about a text.
- [Support thinking with textual evidence](#) — Students use details from multiple texts to support discussions, notes, and written responses.

Mini-Lessons

- [Examine literary nonfiction](#) — Students explore how literary techniques and factual information can be combined.
- [Understand biographies and how they are crafted](#) — Students examine nonfiction texts about real people and their accomplishments.
- [Use features in reference texts](#) — Students use headings, captions, indexes, glossaries, diagrams, and labels to locate and understand information.
- [Identify descriptive text structure](#) — Students classify details that describe a subject.
- [Identify comparison text structure](#) — Students sort similarities and differences to answer questions and build meaning.
- [Identify chronological text structure](#) — Students arrange steps, events, or changes in sequence.
- [Identify a problem and solution](#) — Students locate a problem, identify proposed solutions, and evaluate how well the solutions address it.
- [Identify cause and effect](#) — Students determine why an event occurred and what happened as a result.
- [Self-monitor and use context clues](#) — Students recognize confusing words or ideas and apply strategies to restore meaning.
- [Identify the author's purpose and infer the message](#) — Students determine what the author wants readers to learn, understand, believe, or consider.

Assessments

Formative:

- running record with comprehension assessment
- Grade 3 Nonfiction Reading Assessment
- teacher/student conferences
- observations of peer conferences and student sharing
- classroom discussions
- reader's notebook
- post-it notes
- student self-reflection and goal setting
- Student Performance Checklist

- Assessment of Key Comprehension Strategies

Summative:

- running record with comprehension assessment
- Schoolwide Nonfiction Reading Grade 3 Summative Assessment
- Independent Reading book project or assignment (e.g., essay, poster, advertisement)

Benchmark:

- Scholastic Next Step Guided Reading Assessment (midyear)

Alternative:

- student self-assessment
- visual or oral presentation
- one-on-one conference or interview
- observation of student

Interdisciplinary Connections

Suggested Learning Activities

When reading and discussing mentor and shared texts, expand and extend references to content-area topics such as:

- Climate change and air quality
- Recycling
- The Wright brothers
- Jamestown
- Animal structures and senses
- Energy and natural resources
- Exploration and historical perspectives

New Jersey Student Learning Standards for Science

4-LS1-1 — Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Brief explanation: Students use evidence from informational texts, observations, diagrams, or investigations to explain how structures such as roots, wings, eyes, bones, or protective coverings help living things survive and function.

4-LS1-2 — Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond in different ways.

Brief explanation: Students use models, diagrams, and nonfiction texts to explain how

animals receive information through their senses and respond to their surroundings.

4-ESS3-1 — Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

Brief explanation: Students gather information from multiple sources about renewable and nonrenewable energy and explain how the use of natural resources can affect air, land, water, wildlife, and communities.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPR.1 — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.

Brief explanation: Students compare how decisions are made during classroom discussions, group work, communities, and government. This standard can be addressed when students establish discussion rules or work together to answer questions about a text.

6.1.5.CivicsCM.3 — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

Brief explanation: Students practice listening respectfully, taking turns, asking questions, using evidence, and considering viewpoints that differ from their own.

6.1.5.HistoryUP.5 — Compare and contrast historians' interpretations of important historical ideas, resources, and events.

Brief explanation: Students read multiple accounts of a historical topic and compare how authors or historians interpret the same evidence or event differently.

6.1.5.HistorySE.1 — Examine multiple accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the effects of exploration.

Brief explanation: Students use multiple informational texts, maps, primary sources, and historical accounts to examine the purposes, routes, and effects of European exploration. Instruction should include the experiences and perspectives of Indigenous peoples affected by exploration and settlement.

Content-Area Application

Depending on the topics included in students' independent reading, guided reading, book clubs, mentor texts, or shared texts, additional science and social studies standards may be addressed. The standards listed above are examples and should be included only when they directly align with the selected texts and learning activities.

[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 personal, academic, community, and global problems.

[6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

[9.4.5.DC.4](#) — Model safe, legal, and ethical behavior when using online or offline technology.

[8.1.5.NI.2](#) — Explain how information is sent through computer networks and identify security measures that protect information.

Computer Science & Design Thinking

Standards

- [8.1.5.CS.2](#) — Model how computer software and hardware work together as a system to accomplish tasks.
- [8.1.5.DA.1](#) — Collect, organize, and display data to highlight relationships or support a claim.
- [8.1.5.DA.3](#) — Organize and present collected data visually to communicate insights gained from different views of the data.

Online Platforms and Resources

- [BrainPOP Jr.](#)
- [Google Classroom](#)
- [Google Slides](#)
- [Google Docs](#)
- [IXL](#)
- [Learning Ally](#)
- [ReadWorks](#)
- [Scholastic News](#)
- [Scholastic Digital Education Resources and Storia](#)
- [Storyworks](#)
- [Seesaw](#)
- [DK Find Out!](#)
- [National Geographic Kids](#)
- [HMH Science Dimensions](#)
- [Science A–Z](#)

Time Frame	10 weeks
Topic	

Writing Workshop -- Opinion/Argument: Feature Article with Editorial

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts**Writing**

- [W.AW.4.1](#) — Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- [W.AW.4.1.1](#) — 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.
- [W.AW.4.1.2](#) — Provide reasons that are supported by facts from texts and/or other sources.
- [W.AW.4.1.3](#) — Link opinions and reasons using words and phrases such as *for instance*, *in order to*, and *in addition*.
- [W.AW.4.1.4](#) — Provide a conclusion related to the opinion presented.
- [W.WP.4.4](#) — With guidance and support from peers and adults, develop and strengthen writing through planning, revising, and editing.
- [W.WP.4.4.1](#) — Identify the audience, purpose, and intended length of the composition before writing.
- [W.WP.4.4.2](#) — Use specialized, topic-specific language appropriate for the audience, purpose, and subject matter.
- [W.WP.4.4.3](#) — Treat writing as a process that includes self-evaluation, revision, and editing.
- [W.WP.4.4.4](#) — Use adult and peer feedback and digital or print tools to evaluate and improve writing.
- [W.WP.4.4.5](#) — Expand, combine, and reduce sentences to improve meaning, audience awareness, and style.
- [W.WR.4.5](#) — Conduct short research projects using multiple print and non-print reference sources to build knowledge about different aspects of a topic.
- [W.SE.4.6](#) — Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information, and provide a list of sources.
- [W.RW.4.7](#) — Write routinely over extended time frames, including time for research and revision, and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

- [SL.PE.4.1](#) — Engage effectively in collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.
- [SL.PE.4.1.1](#) — Draw explicitly on previously read texts, materials, and background knowledge to explore ideas during discussions.
- [SL.PE.4.1.2](#) — Follow agreed-upon discussion rules and carry out assigned roles.
- [SL.PE.4.1.3](#) — Ask and answer specific questions to clarify or follow up on information

and connect comments to the ideas of others.

- [SL.PE.4.1.4](#) — Review the key ideas expressed during a discussion and explain personal ideas and understanding.
- [SL.II.4.2](#) — Paraphrase portions of a text read aloud or information presented visually, quantitatively, orally, or through other media.
- [SL.ES.4.3](#) — Identify the reasons and evidence a speaker provides to support particular points.
- [SL.PI.4.4](#) — Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and descriptive details; speak clearly at an understandable pace.
- [SL.UM.4.5](#) — Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- [SL.AS.4.6](#) — Differentiate between situations that call for formal English and those in which informal discourse is appropriate; use formal English when appropriate.

Language

- [L.WF.4.2](#) — Demonstrate command of spelling and encoding conventions.
- [L.WF.4.2.1](#) — Analyze and spell multisyllabic words containing common Latin roots, prefixes, and suffixes.
- [L.WF.4.2.2](#) — Write affixed words that involve a sound or spelling change in the base word.
- [L.WF.4.2.3](#) — Spell grade-appropriate words correctly, consulting references as needed.
- [L.WF.4.2.4](#) — Consult print and digital reference materials to determine pronunciation and clarify precise word meanings.
- [L.WF.4.3](#) — Demonstrate command of writing conventions, including grammar, sentence structure, capitalization, punctuation, and usage.
- [L.WF.4.3.1](#) — Use basic paragraphing, including indentation and paragraphs in dialogue.
- [L.WF.4.3.2](#) — Place adjectives and adverbs correctly and form comparative and superlative adjectives and adverbs.
- [L.WF.4.3.3](#) — Use independent clauses and coordinating conjunctions.
- [L.WF.4.3.4](#) — Form irregular verbs and form and use progressive verb tenses.
- [L.WF.4.3.5](#) — Form and use possessive nouns and pronouns.
- [L.WF.4.3.6](#) — Capitalize the first word in quotations when appropriate and capitalize other important words, such as section headings.
- [L.WF.4.3.7](#) — Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; and use a comma before a coordinating conjunction in a compound sentence.
- [L.WF.4.3.8](#) — Use apostrophes to show possession.
- [L.KL.4.1](#) — Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.KL.4.1.1](#) — Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.
- [L.KL.4.1.2](#) — Choose words and phrases that convey ideas precisely.

- [L.KL.4.1.3](#) — Choose punctuation for effect.
- [L.KL.4.1.4](#) — Differentiate between contexts that call for formal English and situations in which informal discourse is appropriate.
- [L.VL.4.2](#) — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases using context, word parts, and reference materials.
- [L.VI.4.3](#) — Demonstrate understanding of figurative language, word relationships, idioms, adages, proverbs, and nuances in word meanings.

Learning Activities & Key Concepts and Skills

Essential Questions:

- What is a feature article?
- What is the purpose of a feature article?

Guiding Questions:

- Where do authors uncover feature article topics?
- How do writers choose their audiences for a feature article?
- How do writers incorporate their points of view in a feature article?
- How do writers support their points of view with facts?
- How do writers use the writing process to develop a published feature article?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- characteristics and purposes of feature articles and editorials
- appropriate topics for feature articles and editorials
- persuasive and argument writing techniques

B: STUDENTS WILL UNDERSTAND THAT:

- feature articles are written based on facts researched
- incorporating diagrams and precise vocabulary aid in the development of feature articles
- selecting an appropriate audience is essential
- appropriate organization is vital throughout the writing process
- writers have to research a topic in order to create a feature article
- writing is a process and has multiple steps

C: STUDENTS WILL BE ABLE TO:

- express their points of view
- follow routines and procedures of writer's workshop
- collaborate with writing partners to build upon and extend on ideas
- use technology and various sources to collect information about topic
- write with purpose and organization
- apply feature article and editorial text components
- write over an extended period of time
- create published pieces of writing with support from the teacher

Suggested Learning Activities:**Suggested Learning Activities**

Feature Article and Editorial Writing, Grade 4

[Writing Fundamentals: Schoolwide Literacy Resources](#), [New Jersey Climate Change Education by Grade Band](#), [New Jersey Climate Change Instructional Resources](#), [New Jersey Sample Interdisciplinary Climate Connections](#).

Climate-change integration: Climate change should be embedded across content areas. Students may research and write about recycling, air quality, renewable energy, extreme weather, flooding, habitat changes, food waste, water conservation, school sustainability, or other environmental issues.

Pre-Assessment

[Writing Pathways by Lucy Calkins](#) — Provide students with approximately 45 minutes to plan, draft, revise, and edit an on-demand opinion or argument piece.

[NASA: What Is Climate Change?](#) — Students may use this introductory resource to develop background knowledge before selecting a climate-related position.

[NASA: A Guide to Climate Change](#) — Students can gather age-appropriate facts and examples to support an opinion.

Suggested prompt: Think of a topic or issue that you know and care about. Write an opinion or argument piece that clearly states your position and supports it with reasons and evidence.

Students should write an introduction, state an opinion or claim, provide reasons and evidence, organize related ideas, use linking and transition words, and write a conclusion.

Possible climate-related prompts include: Should schools reduce the amount of plastic they use, should every school have a recycling program, should communities plant more trees, should students help conduct school energy audits, should schools reduce food waste, and should communities create more green spaces?

Feature Article**Immersion**

[Explore Schoolwide literacy resources](#) — Read and discuss feature articles to identify their purpose, structure, voice, facts, and visual elements.

[NASA Climate Kids](#) — Examine student-friendly climate articles that combine facts, visuals, headings, questions, and explanations.

[NASA Earth Science for Kids](#) — Study how informational articles explain complex environmental topics to younger readers.

[NOAA Climate Resources](#) — Explore how writers use scientific information, data, photographs, and explanations.

Students explore feature articles, identify the elements of a feature article, determine the author's purpose and message, identify organizational structures, make connections and summarize information, determine which features could be included in their own articles, discuss why writers create feature articles, participate in collaborative discussions, and notice how authors use headings, captions, sidebars, quotations, data, and visuals.

Generating Ideas

[NASA Climate Kids](#) — Browse topics and identify environmental issues that spark student interest.

[EPA Environmental Resources for Students](#) — Generate ideas connected to air, water, recycling, waste, ecosystems, and environmental responsibility.

[New Jersey Climate Instructional Resources](#) — Locate Grade 3–5 topics and activities appropriate for interdisciplinary writing.

Students use a See Topics in New Ways Graphic Organizer, identify subjects they know well, complete a What Do I Know and What Am I Good At? Graphic Organizer, complete an I Am an Expert Graphic Organizer, create an interest web, brainstorm questions connected to each possible topic, and identify topics that are meaningful to their school or community.

Possible topics include how trees improve communities, why clean air matters, how recycling works, how climate affects animal habitats, ways schools can conserve energy, how extreme weather affects communities, and why reducing food waste matters.

Selecting

[New Jersey Climate Change Education by Grade Band](#) — Review possible interdisciplinary topics before choosing a focused idea.

Students examine notebook entries and research questions, use a Selecting My Idea for My Feature Article Graphic Organizer, select a focused topic that can be researched, consider whether the topic will interest the intended audience, and narrow broad topics into manageable questions.

For example, students might narrow climate change to how extreme heat affects people, how trees provide shade and cleaner air, how a school can reduce plastic waste, or how flooding affects New Jersey communities.

Collecting

[NASA: What Is Climate Change?](#) — Gather introductory facts and definitions.

[NASA Earth Science for Kids](#) — Collect information, vocabulary, illustrations, and explanations.

[NOAA Climate Information](#) — Locate scientific information and data.

[EPA Resources for Students](#) — Research environmental concerns and possible solutions.

[New Jersey Climate Change Resources](#) — Connect research to New Jersey learning expectations and local issues.

Students use a Getting Ready for Research Graphic Organizer, gather information from reliable print and digital sources, formulate research questions, select an angle based on audience and purpose, use a Finding Your Angle Graphic Organizer, distinguish facts from opinions, take notes in their own words, record source information, identify relevant facts and details, use a Facts and Details to Support Opinions Graphic Organizer, organize information into sections and paragraphs, and consider photographs, maps, charts, diagrams, or data displays.

Drafting

[ReadWriteThink Essay Map](#) — Organize a main idea, supporting details, and conclusion.

[ReadWriteThink Compare and Contrast Map](#) — Organize information when comparing two environmental ideas or solutions.

[Merriam-Webster Student Dictionary](#) — Confirm precise vocabulary and definitions.

Students use Planning Your Feature Article Graphic Organizers, arrange information in an appropriate structure, draft a clear and engaging lead, use a Trying Out Different Leads or Introductions Graphic Organizer, introduce the topic clearly, organize related information in paragraphs and sections, use a Composing Paragraph Graphic Organizer, include facts, details, definitions, quotations, and examples, use precise and topic-specific vocabulary, distinguish essential details from interesting but unnecessary details, develop a conclusion using a Wrapping It Up Graphic Organizer, and model the organization after a mentor feature article.

Revising

[Merriam-Webster Thesaurus](#) — Replace vague language with more precise words.

[Wordsmyth Children's Dictionary](#) — Check student-friendly definitions and word relationships.

Students add transition and linking words, share drafts with peers, evaluate whether reasons are supported by facts, revise word choice and domain-specific vocabulary, strengthen connections among opinions, reasons, and evidence, revise for the key features of a feature article, use a Revision Checklist, add useful visual elements, add captions that explain how visuals connect to the article, and check that climate-related claims are supported by

dependable sources.

Editing

[Common Sense Education: Digital Citizenship](#) — Review ethical use of online information and images.

[Copyright and Creativity](#) — Learn how to use and credit digital materials responsibly.

Students vary sentence structure and length, use a Varying Sentence Length Graphic Organizer, edit punctuation to strengthen voice, use an Accentuate for a Powerful Voice Graphic Organizer, check capitalization, grammar, usage, punctuation, and spelling, verify the spelling of scientific and domain-specific terms, use peer and self-editing, check that information has been paraphrased, and credit sources and visuals appropriately.

Publishing

[Book Creator](#) — Publish a multimedia feature article or class magazine.

[Google Slides](#) — Create a visual article or presentation.

[Adobe Express for Education](#) — Design digital articles, posters, and presentations.

[ReadWriteThink Printing Press](#) — Create a printable newspaper, brochure, or informational publication.

Students produce a polished final copy, craft an engaging title, add photographs, charts, diagrams, or other useful visuals, share articles during an author celebration, create a class climate or sustainability magazine, present articles to classmates, families, or another class, and reflect on the writing process and final product.

Editorial

Immersion

[Time for Kids](#) — Examine age-appropriate articles and opinion writing.

[Scholastic News](#) — Identify claims, reasons, evidence, and persuasive features.

Students explore editorials, identify their features, determine the writer's position, examine how reasons and evidence support the position, notice persuasive language, voice, and organization, and distinguish an editorial from an informational feature article.

Generating Ideas

[EPA Environmental Topics](#) — Generate possible editorial topics related to environmental

concerns.

[NASA Climate Kids](#) — Build background knowledge before forming an opinion.

Students create a list of possible topics, including our school should recycle more, students should use fewer disposable plastic items, our community should plant more trees, schools should conserve electricity, cafeterias should reduce food waste, and communities should protect local habitats.

Selecting

Students evaluate possible topics, select an issue they understand and care about, make sure the issue allows for more than one reasonable viewpoint, identify the intended audience, and state a preliminary claim.

Collecting

[NOAA Climate Information](#) — Gather evidence connected to climate and environmental issues.

[EPA Resources for Students](#) — Locate facts and possible solutions.

Students gather and organize ideas, collect facts, examples, statistics, and quotations, identify dependable sources, consider opposing viewpoints, record possible counterarguments, and decide how to respond respectfully to opposing claims.

Drafting

[ReadWriteThink Persuasion Map](#) — Organize a claim, reasons, examples, and supporting facts.

Students write a rough draft, create a strong opening, state a focused opinion or claim, organize reasons logically, support each reason with evidence, address an appropriate counterargument, use transition words and phrases, and write a conclusion that reinforces the position.

Useful linking words include because, therefore, for example, in addition, as a result, however, although, and for these reasons.

Revising

Students incorporate persuasive techniques, strengthen the writer's voice, replace general statements with precise details, check that each reason supports the claim, add evidence where support is weak, remove unrelated information, respond fairly to opposing viewpoints, and avoid exaggerating climate or scientific claims.

Editing

Students use an editing checklist, check capitalization, grammar, usage, punctuation, and spelling, correct fragments and run-on sentences, verify quotations and source information, check the spelling of environmental and scientific terms, and participate in peer and self-editing.

Publishing

[Book Creator](#) — Publish a digital editorial collection.

[Adobe Express for Education](#) — Create a polished editorial page or awareness campaign.

Students complete a final copy, craft a focused and engaging title, add an appropriate visual when it supports the argument, share editorials during an author celebration, publish a class collection of environmental opinions, present editorials to an authentic audience, and reflect on the writing process and final product.

Grammar, Usage, Mechanics, and Sentence Structure

Grammar, usage, mechanics, and sentence-structure lessons should be incorporated as needed based on diagnostic and formative assessments.

Possible lessons include writing complete sentences, correcting fragments and run-ons, forming compound sentences, using commas and quotation marks, maintaining consistent verb tense, using modal verbs such as can, may, and must, selecting precise adjectives and adverbs, correcting frequently confused words, organizing information into paragraphs, using transitions and linking phrases, and editing titles, headings, captions, and quotations.

Assessments**Formative:**

- on-demand opinion/argument pre-assessment
- notes and graphic organizers
- one-on-one conferences with students throughout the writing process
- exercises and activities during various stages of the writing process
- writer's notebook entries
- student self reflection
- Student Performance Checklist

Summative:

- final copy of published feature article, assessed with standards-based rubric
- final copy of published editorial, assessed with standards-based rubric

Benchmark:

- Rubric standard based

Alternative:

- student self-assessment
- one-on-one conference or interview
- visual or oral presentation
- observation of student

Interdisciplinary Connections

Cross-Curricular Connections

Utilizing the workshop model incorporates Social Studies civics standards by providing opportunities for students to engage with peers, participate in collaborative discussions, consider different perspectives, and make group decisions.

The feature-article and editorial unit also supports cross-curricular connections because students may select writing topics related to science, social studies, the arts, technology, climate change, and other content areas.

Suggested Learning Activities

During the immersion stage, students read and discuss mentor texts and extend their learning through content-area connections. Possible texts and topics include *Ice Bear*, *Secrets of the Mummies*, and *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*

During the selecting and collecting stages, students explore, consider, and research subjects of their choice. The teacher may guide students toward content-area or interdisciplinary topics. Research may also include student observations, measurements, interviews, surveys, maps, diagrams, photographs, and other primary or secondary sources.

New Jersey Student Learning Standards for Science

- **4-LS1-1** — Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
Connection: Students may research and write feature articles about plant or animal structures, adaptations, habitats, survival, or environmental changes.
- **4-ESS2-1** — Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
Connection: Students may collect observations or measurements and use them as evidence in articles about erosion, weathering, changing landscapes, or environmental conditions.
- **4-ESS2-2** — Analyze and interpret data from maps to describe patterns of Earth's features.
Connection: Students may interpret maps and use geographic evidence, captions,

diagrams, or data displays in feature articles about mountains, rivers, coastlines, volcanoes, or other landforms.

- [4-ESS3-1](#) — Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

Connection: Students may gather information from several sources and write about renewable energy, fossil fuels, conservation, natural resources, or the environmental effects of energy use.

- [4-ESS3-2](#) — Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans.

Connection: Students may develop feature articles or editorials comparing solutions to flooding, erosion, extreme heat, storms, sea-level rise, or other climate-related challenges.

New Jersey Student Learning Standards for Social Studies

- [6.1.5.CivicsPD.2](#) — Explain how individuals can initiate and/or influence local, state, or national public policymaking, such as through petitions, proposing laws, or contacting elected officials.

Connection: Students may write editorials about a school or community concern and suggest appropriate ways citizens can advocate for change.

- [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.

Connection: Students discuss how people with different experiences and perspectives can work together to address environmental, civic, and social issues.

- [6.1.5.CivicsDP.2](#) — Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights, including fairness, civil rights, and human rights.

Connection: Students may compare historical and contemporary responses to unfair treatment and use evidence from biographies, historical texts, or primary sources.

- [6.1.5.CivicsPR.1](#) — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.

Connection: Students may compare how decisions are made during peer conferences, classroom discussions, school initiatives, and government processes.

- [6.1.5.CivicsCM.1](#) — Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute or contributed to the well-being of their community and country.

Connection: Students may research influential individuals and write feature articles about their character traits, actions, ideas, and contributions.

- [6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

Connection: Students practice listening respectfully, asking questions, providing constructive feedback, considering opposing viewpoints, and working collaboratively during writing workshops.

Content-Area Application

Depending on the topics students select for their feature articles or editorials, additional science, social studies, arts, technology, and climate-change standards may be addressed. The standards listed above are examples and should be included when they directly align with students' reading, research, observations, discussions, and writing.

Career Readiness, Life Literacies, and Key Skills

[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 personal, academic, community, and global problems.

[6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

[9.4.5.DC.4](#) — Model safe, legal, and ethical behavior when using online or offline technology.

[8.1.5.NI.2](#) — Explain how information is sent through computer networks and identify security measures that protect information.

Computer Science & Design Thinking

New Jersey Technology Standards

- [8.1.5.CS.2](#) — Model how computer software and hardware work together as a system to accomplish tasks.
- [8.1.5.DA.1](#) — Collect, organize, and display data to highlight relationships or support a claim.
- [8.1.5.DA.3](#) — Organize and present collected data visually to communicate insights gained from different views of the data.

These standards remain part of New Jersey's Computer Science and Design Thinking standards.

Online Platforms and Resources

- [BrainPOP Jr.](#)
- [Google Classroom](#)
- [Google Slides](#)
- [Google Docs](#)
- [IXL](#)
- [Learning Ally](#)
- [Scholastic News](#)
- [Scholastic Digital Education Resources](#)
- [Storyworks](#)
- [Seesaw](#)

- [DK Find Out!](#)
- [National Geographic Kids](#)
- [HMH Science Dimensions](#)
- [Science A–Z](#)

Time Frame	8 weeks
Topic	
Reading Workshop -- Science Content Literacy: Energy: Electric, Sound, Light and Heat	
Alignment to Standards	
<u>New Jersey Student Learning Standards for English Language Arts</u> <u>Grade 4 Progress Indicators</u> <u>Reading Informational Text</u> • RI.CR.4.1 — Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text. • RI.CI.4.2 — Summarize an informational text and interpret the author's purpose or main idea, citing key details from the text. • RI.IT.4.3 — Describe the impact of individuals and events throughout a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on textual evidence. • L.VL.4.2 — Determine or clarify the meanings of unknown, multiple-meaning, academic, and domain-specific words and phrases using context, word parts, and reference materials. This replaces the vocabulary skills formerly addressed in RI.4.4. • RI.TS.4.4 — Describe the overall structure of events, ideas, concepts, or information in a text or part of a text, including chronology, comparison, cause and effect, and problem and solution. • RI.PP.4.5 — Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the points of view represented. • RI.MF.4.6 — Use evidence to explain how graphics and visuals, including illustrations, charts, graphs, diagrams, timelines, and animations, support central ideas. • RI.AA.4.7 — Analyze how an author uses facts, details, and explanations to develop ideas or support reasoning. • RI.CT.4.8 — Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts written by authors from different cultures. • L.RF.4.4 — Read with sufficient accuracy and fluency to support comprehension. This	

supports the grade-level reading expectations formerly included in RI.4.10.

Speaking and Listening

- [**SL.PE.4.1**](#) — Engage effectively in collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.
- [**SL.PE.4.1, Component 1**](#) — Explicitly draw on previously read texts, materials, and background knowledge to explore ideas during discussions.
- [**SL.PE.4.1, Component 2**](#) — Follow agreed-upon discussion rules and carry out assigned roles.
- [**SL.PE.4.1, Component 3**](#) — Pose and respond to specific questions, clarify information, and connect comments to the ideas of others.
- [**SL.PE.4.1, Component 4**](#) — Review the key ideas expressed during a discussion and explain personal ideas and understanding.
- [**SL.II.4.2**](#) — Paraphrase portions of a text read aloud or information presented in visual, quantitative, oral, or other media formats.
- [**SL.ES.4.3**](#) — Identify the reasons and evidence a speaker provides to support particular points.
- [**SL.PI.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; speak clearly at an understandable pace.
- [**SL.UM.4.5**](#) — Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- [**SL.AS.4.6**](#) — Differentiate between situations that call for formal English and those in which informal discourse is appropriate; use formal English when appropriate.

Language

- [**L.WF.4.2**](#) — Demonstrate command of spelling and encoding conventions.
- [**L.WF.4.2, Component 1**](#) — Analyze and spell multisyllabic words containing common Latin roots, prefixes, and suffixes.
- [**L.WF.4.2, Component 2**](#) — Write affixed words that involve a sound or spelling change in the base word.
- [**L.WF.4.2, Component 3**](#) — Spell grade-appropriate words correctly, consulting references as needed.
- [**L.WF.4.2, Component 4**](#) — Consult print and digital reference materials to determine pronunciation and clarify precise word meanings.
- [**L.WF.4.3**](#) — Demonstrate command of writing conventions, including grammar, sentence structure, capitalization, punctuation, and usage.
- [**L.WF.4.3, Component 1**](#) — Use basic paragraphing, including paragraph indentation and paragraphs in dialogue.
- [**L.WF.4.3, Component 2**](#) — Place adjectives and adverbs correctly and form comparative and superlative adjectives and adverbs.
- [**L.WF.4.3, Component 3**](#) — Use independent clauses and coordinating conjunctions.
- [**L.WF.4.3, Component 4**](#) — Form irregular verbs and form and use progressive verb tenses.

- [L.WF.4.3, Component 5](#) — Form and use possessive nouns and pronouns.
- [L.WF.4.3, Component 6](#) — Capitalize the first word in quotations when appropriate and capitalize other important words, including section headings.
- [L.WF.4.3, Component 7](#) — Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; and use a comma before a coordinating conjunction in a compound sentence.
- [L.WF.4.3, Component 8](#) — Use apostrophes to show possession.
- [L.KL.4.1](#) — Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.KL.4.1, Component 1](#) — Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.
- [L.KL.4.1, Component 2](#) — Choose words and phrases that convey ideas precisely.
- [L.KL.4.1, Component 3](#) — Choose punctuation for effect.
- [L.KL.4.1, Component 4](#) — Differentiate between contexts that call for formal English and situations in which informal discourse is appropriate.
- [L.VL.4.2](#) — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases based on Grade 4 reading and content.
- [L.VL.4.2, Component 1](#) — Use context, including definitions, examples, and restatements, as a clue to meaning.
- [L.VL.4.2, Component 2](#) — Use common Greek and Latin roots and affixes as clues to word meaning.
- [L.VL.4.2, Component 3](#) — Consult print and digital dictionaries, glossaries, thesauruses, and other reference materials.
- [L.VI.4.3](#) — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [L.VI.4.3, Component 1](#) — Explain the meanings of simple similes and metaphors in context.
- [L.VI.4.3, Component 2](#) — Determine the meanings of words and phrases that allude to significant literary characters.
- [L.VI.4.3, Component 3](#) — Recognize and explain the meanings of common idioms, adages, and proverbs.
- [L.VI.4.3, Component 4](#) — Relate words to their opposites and to words with similar but not identical meanings.

Official New Jersey Resources

- [2023 NJSLS-ELA: Grade 4](#)
- [2023 NJSLS-ELA: All Grade Levels](#)
- [2023 NJSLS-ELA K–12 Document](#)

Learning Activities & Key Concepts and Skills**Essential Questions:**

- What comprehension strategies can be used to help understand a nonfiction topic?

Guiding Questions:

- How can I make connections to a nonfiction topic?
- What text features will assist in learning?
- How does the scientific process assist in understanding the topic?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- key vocab terms to connect with electric, sound, light and heat
- structures and features of nonfiction text
- steps of the scientific process

B: STUDENTS WILL UNDERSTAND THAT:

- questions guide science research
- specialized vocabulary deepens understanding of topics
- graphic organizers are tool to assist in learning
- text structures and text features support understanding
- scientists go through a process of scientific inquiry and investigation

C: STUDENTS WILL BE ABLE TO:

- read a variety of types of content area text
- use text structure, text features, and text evidence to support understanding
- use text features to locate information within the text
- use comprehension skills to better understand the text
- generate questions before, during, and after reading science research
- use strategies to define and apply challenging academic domain/specific vocabulary
- infer author's or scientist's purpose and viewpoint
- determine important details in text to summarize and notate key ideas
- determine cause and effect relationships
- observe surroundings, create questions, seek answers, research texts, and conduct investigations
- follow the steps in the process of scientific inquiry and investigation
- plan, research, and write an explanatory writing piece
- record and use a unit matrix graphic organizer to sort and classify ideas
- analyze and interpret data
- articulate and express through writing content understanding
- compare and contrast different forms of energy
- create a persuasive essay

Suggested Learning Activities:**Reading Workshop Lessons****Reading Fundamentals: Energy—Electric, Sound, Light, and Heat, Grade 4 by Schoolwide**

- [Introduce energy through an interactive read-aloud](#) — Read an energy mentor text, establish a purpose for reading, and discuss examples of electrical, sound, light, and heat energy. This Grade 4 lesson aligns with energy-transfer expectations.
- [Activate prior knowledge with a K-W-L chart](#) — Students record what they know, what they wonder, and what they learn about energy.

- [Explore energy vocabulary](#) — Create vocabulary webs for terms such as energy, current, vibration, transfer, conductor, insulator, light, sound, and heat. The guide introduces energy through heat, light, motion, sound, growth, and electricity.
- [Investigate electricity and circuits](#) — Read about electricity, generate questions, examine diagrams, and complete simple circuit investigations. The Grade 4 unit contains lessons and activities about charge, current, circuits, and electricity.
- [Model how electric energy travels](#) — Students investigate the path of electrons and use observations and diagrams to explain electrical energy transfer.
- [Explore sound through observation](#) — Students rotate through sound-visualization stations, collect observations, and explain how vibrations produce sound.
- [Explore light and sound texts together](#) — Use nonfiction texts, visuals, and investigations to compare light and sound and strengthen understanding of waves and energy.
- [Investigate heat transfer](#) — Students make observations and gather evidence showing that energy can move from one place to another as heat, light, sound, or electricity.
- [Compare light and heat from bulbs](#) — Students collect temperature and light-output data, compare bulbs, and determine which designs produce more light with less wasted heat.
- [Identify cause-and-effect relationships](#) — Students examine how energy changes from one form to another and identify causes and effects in systems such as light bulbs and vehicles.
- [Observe solar heat transfer](#) — Students gather evidence about how sunlight transfers energy and produces heat.
- [Sort and organize research findings](#) — Students classify notes under the essential question and related subquestions, identify missing information, and compare evidence from several sources.
- [Evaluate research notes](#) — Students sort key ideas, supporting facts, scientific vocabulary, and evidence before drafting.
- [Study the scientific-inquiry process](#) — Students ask questions, identify energy sources, collect information, and use observations to solve an energy-related problem.
- [Research renewable energy](#) — Students read about renewable-energy sources, compare information, and consider environmental effects and possible solutions.
- [Synthesize learning about energy](#) — Students revisit the essential question and explain how new texts, visuals, data, and investigations changed their thinking about energy.
- [Draft an informative friendly letter](#) — Students use evidence from texts and firsthand investigations to explain an energy concept to a classmate, family member, scientist, or community member.
- [Self-assess informative writing](#) — Students review whether their writing includes a clear topic, accurate information, scientific vocabulary, evidence, organization, transitions, and a conclusion.

Assessments

Formative:

- running record with comprehension assessment
- Grade 4 Science Reading Assessment
- teacher/student conferences
- observations of peer conferences and student sharing
- classroom discussions
- reader's notebook
- post-it notes
- student self-reflection and goal setting
- Student Performance Checklist
- Assessment of Key Comprehension Strategies

Summative:

- running record with comprehension assessment
- Schoolwide Forces and Interactions Grade 4 Summative Assessment
- persuasive essay assessed with standards-based rubric

Benchmark:

- IXL, Standard Based Rubric

Alternative:

- Science Observation Notebook
- student self-assessment
- one-on-one conference or interview
- observation of student
- visual/oral presentation of persuasive topic

Interdisciplinary Connections

Cross-Curricular Connections

Utilizing the workshop model supports civics learning by giving students opportunities to collaborate, make decisions, listen to different viewpoints, and participate in evidence-based discussions. Mentor texts about electric, sound, light, and heat energy can also be extended through hands-on science activities, demonstrations, observations, models, and related investigations.

Suggested Learning Activities

When reading and discussing mentor texts, extend the science content with demonstrations involving circuits, vibrations, light reflection, heat transfer, and moving objects.

Refer to or revisit related science investigations, diagrams, models, observations, and data from previous lessons or units.

New Jersey Student Learning Standards for Science

- [4-PS3-1](#) — Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Connection: Students observe moving objects, compare their speeds, and use

evidence from texts or investigations to explain that faster-moving objects have more energy.

- [4-PS3-2](#) — Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Connection: Students conduct demonstrations and gather evidence showing how energy travels through sound vibrations, light, heat, and electrical circuits.

- [4-PS4-1](#) — Develop a model of waves to describe patterns in terms of amplitude and wavelength and show that waves can cause objects to move.

Connection: Students create diagrams or physical models of waves and explain how changes in amplitude and wavelength relate to observable patterns.

- [4-PS4-2](#) — Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Connection: Students use diagrams, mirrors, flashlights, or other materials to model how reflected light travels from an object to the eye.

New Jersey Student Learning Standards for Social Studies

- [6.1.5.CivicsPR.1](#) — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.

Connection: Students compare decision-making procedures while selecting investigations, assigning group roles, discussing evidence, and reaching conclusions.

- [6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

Connection: Students practice taking turns, listening respectfully, asking questions, sharing evidence, and working with classmates who may interpret observations differently.

Career Readiness, Life Literacies, and Key Skills

[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 personal, academic, community, and global problems.

[6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.

[9.4.5.DC.4](#) — Model safe, legal, and ethical behavior when using online or offline technology.

[8.1.5.NI.2](#) — Explain how information is sent through computer networks and identify security measures that protect information.

Computer Science & Design Thinking

New Jersey Computer Science and Design Thinking Standards

- [8.1.5.CS.2](#) — Model how computer software and hardware work together as a system to accomplish tasks.
- [8.1.5.DA.1](#) — Collect, organize, and display data to highlight relationships or support a

claim.

- [8.1.5.DA.3](#) — Organize and present collected data visually to communicate insights gained from different views of the data.
- [New Jersey Computer Science and Design Thinking Standards](#)

Online Platforms and Resources

- [BrainPOP Jr.](#)
- [Google Classroom](#)
- [Google Slides](#)
- [Google Docs](#)
- [IXL](#)
- [Learning Ally](#)
- [ReadWorks](#)
- [Scholastic News](#)
- [Scholastic Digital Learning Resources](#)
- [Storyworks](#)
- [Seesaw](#)
- [DK Find Out!](#)
- [National Geographic Kids](#)
- [HMH Science Dimensions](#)
- [Science A–Z](#)

Time Frame	10 weeks
Topic	
Writing Workshop -- Narrative: Cynthia Rylant Author Study	
Alignment to Standards	
<u>New Jersey Student Learning Standards for English Language Arts</u> <u>Writing</u> • W.NW.4.3 — Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences. • W.NW.4.3, Component 1 — Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • W.NW.4.3, Component 2 — Use dialogue and description to develop experiences and events or show how characters respond to situations.	

- [W.NW.4.3, Component 3](#) — Use a variety of transitional words and phrases to manage the sequence of events.
- [W.NW.4.3, Component 4](#) — Use concrete words, phrases, sensory details, and figurative language to convey experiences and events precisely.
- [W.NW.4.3, Component 5](#) — Provide a conclusion that follows from the narrated experiences or events.
- [W.WP.4.4](#) — With guidance and support from peers and adults, develop and strengthen writing through planning, revising, and editing.
- [W.WP.4.4, Component 1](#) — Identify the audience, purpose, and intended length of the composition before writing.
- [W.WP.4.4, Component 2](#) — Use specialized, topic-specific language appropriate for the audience, purpose, and subject matter.
- [W.WP.4.4, Component 3](#) — Treat writing as a process that includes self-evaluation, revision, and editing.
- [W.WP.4.4, Component 4](#) — Use adult and peer feedback and digital or print tools, such as dictionaries, thesauruses, and spell-checkers, to evaluate and improve writing.
- [W.WP.4.4, Component 5](#) — Expand, combine, and reduce sentences to improve meaning, audience awareness, and style.
- [W.SE.4.6](#) — Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information, and provide a list of sources.
- [W.RW.4.7](#) — Write routinely over extended time frames, including time for research and revision, and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

- [SL.PE.4.1](#) — Engage effectively in collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.
- [SL.PE.4.1, Component 1](#) — Draw explicitly on previously read texts, materials, and background knowledge to explore ideas during discussions.
- [SL.PE.4.1, Component 2](#) — Follow agreed-upon discussion rules and carry out assigned roles.
- [SL.PE.4.1, Component 3](#) — Ask and answer specific questions to clarify or follow up on information and connect comments to the ideas of others.
- [SL.PE.4.1, Component 4](#) — Review the key ideas expressed during a discussion and explain personal ideas and understanding.
- [SL.II.4.2](#) — Paraphrase portions of a text read aloud or information presented visually, quantitatively, orally, or through other media.
- [SL.ES.4.3](#) — Identify the reasons and evidence a speaker provides to support particular points.
- [SL.PI.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; speak clearly at an understandable pace.
- [SL.UM.4.5](#) — Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- [SL.AS.4.6](#) — Differentiate between situations that require formal English and those in

which informal discourse is appropriate; use formal English when appropriate.

Language

- [L.WF.4.2](#) — Demonstrate command of spelling and encoding conventions.
- [L.WF.4.2, Component 1](#) — Analyze and spell multisyllabic words containing common Latin roots, prefixes, and suffixes.
- [L.WF.4.2, Component 2](#) — Write affixed words that involve a sound or spelling change in the base word.
- [L.WF.4.2, Component 3](#) — Spell grade-appropriate words correctly, consulting reference materials as needed.
- [L.WF.4.2, Component 4](#) — Consult print and digital reference materials to determine pronunciation and clarify precise word meanings.
- [L.WF.4.3](#) — Demonstrate command of writing conventions, including grammar, sentence structure, capitalization, punctuation, and usage.
- [L.WF.4.3, Component 1](#) — Use basic paragraphing, including indentation and paragraphs in dialogue.
- [L.WF.4.3, Component 2](#) — Place adjectives and adverbs correctly and form comparative and superlative adjectives and adverbs.
- [L.WF.4.3, Component 3](#) — Use independent clauses and coordinating conjunctions.
- [L.WF.4.3, Component 4](#) — Form irregular verbs and form and use progressive verb tenses.
- [L.WF.4.3, Component 5](#) — Form and use possessive nouns and pronouns.
- [L.WF.4.3, Component 6](#) — Capitalize the first word in quotations when appropriate and capitalize other important words, including section headings.
- [L.WF.4.3, Component 7](#) — Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; and use a comma before a coordinating conjunction in a compound sentence.
- [L.WF.4.3, Component 8](#) — Use apostrophes to show possession.
- [L.KL.4.1](#) — Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.KL.4.1, Component 1](#) — Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.
- [L.KL.4.1, Component 2](#) — Choose words and phrases that convey ideas precisely.
- [L.KL.4.1, Component 3](#) — Choose punctuation for effect.
- [L.KL.4.1, Component 4](#) — Differentiate between contexts that call for formal English and situations in which informal discourse is appropriate.
- [L.VL.4.2](#) — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases using context, word parts, and reference materials.
- [L.VI.4.3](#) — Demonstrate understanding of figurative language, word relationships, idioms, adages, proverbs, and nuances in word meanings.

Learning Activities & Key Concepts and Skills

Essential Questions:

- Who is Cynthia Rylant?
- How do authors and illustrators develop real or imagined narrative writing pieces?

Guiding Questions:

- How do writers use the world and life experiences to generate ideas?
- How can Cynthia Rylant's text inspire writers to write narrative pieces, real or imagined?
- How do writers use descriptive details to support a narrative piece?
- How do writers use the writing process to develop a published narrative piece?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- elements and structure of narratives
- characteristics of Cynthia Rylant's work

B: STUDENTS WILL UNDERSTAND THAT:

- narratives incorporate specific techniques
- world and life experiences can assist in creating a narrative piece
- incorporating descriptive details supports and enhances a narrative
- appropriate organization is essential throughout the writing process
- a writing community can assist in the development of a strong narrative piece
- writing is a process and has multiple steps

C: STUDENTS WILL BE ABLE TO:

- follow routines and procedures of writer's workshop
- identify types of narratives based on Cynthia Rylant's mentor text collection
- collaborate with diverse writing partners to build upon and extend on ideas
- write with purpose and organization
- use narrative techniques
- write over an extended period of time
- create a published piece of writing with support from the teacher

Suggested Learning Activities**Cynthia Rylant Author Study—Narrative Writing, Grade 4**

- [Schoolwide Writing Fundamentals: Cynthia Rylant Author Study](#)
- [New Jersey Climate Change Education by Grade Band](#)
- [New Jersey Climate Change Education Resources](#)
- [Writing Pathways by Lucy Calkins](#)

Climate integration: Climate change should be embedded across content areas. Students may write narratives about meaningful experiences with weather, nature, animals, changing seasons, conservation, community gardens, flooding, extreme heat, recycling, or caring for local environments.

Pre-Assessment

- [On-demand narrative writing assessment](#) — Students have 45 minutes to plan, draft, revise, and edit a true narrative with a beginning, chronological transitions, descriptive

details, and an ending.

Immersion

- [Explore Cynthia Rylant's writing](#) — Examine mentor texts, illustrations, author's purpose, recurring topics, vivid verbs, sensory details, sequence, and theme.
- [Explore climate and nature texts](#) — Compare how authors describe animals, weather, landscapes, and environmental experiences.
- Use a Similarities and Differences Chart, Sensory Details Organizer, and Why Is Cynthia Rylant a Good Teacher of Writing? Organizer.

Generating Ideas

- [NASA Earth Science for Kids](#) — Generate narrative ideas connected to weather, nature, animals, or environmental experiences.
- Create a timeline of memorable moments, describe special places, identify passions and longings, and brainstorm meaningful personal symbols.
- Possible topics include experiencing a storm, visiting a park, helping an animal, planting a garden, recycling at school, or noticing seasonal changes.

Selecting

- [New Jersey Climate Learning Connections](#) — Select one focused personal experience or scene with emotional meaning.
- Use guiding questions to choose an idea that can be developed with characters, setting, actions, dialogue, and reflection.

Collecting

- [National Geographic Kids](#) — Gather accurate background details about animals, habitats, weather, and natural settings when needed.
- Identify purpose and audience, interview others, observe a setting, collect sensory details, use concrete words and personification, and organize events in chronological order.

Drafting

- [ReadWriteThink Story Map](#) — Plan the beginning, characters, setting, events, problem, and ending.
- [ReadWriteThink Timeline](#) — Organize events in chronological order.
- Draft using narrative structure, essential details, dialogue, description, transitions, and a conclusion modeled after mentor texts.

Revising

- [Merriam-Webster Thesaurus](#) — Strengthen vivid verbs, precise vocabulary, and sensory language.
- Revise leads and endings, share with peers, improve word choice, vary sentence length, create rhythm, and use a revision checklist.
- Check that descriptions of climate, animals, weather, or environmental events are accurate and not exaggerated.

Editing

- [Merriam-Webster Dictionary](#) — Confirm spelling, meaning, and word usage.
- Edit capitalization, grammar, punctuation, dialogue, paragraphing, spelling, fragments, run-ons, and sentence structure.
- Complete peer and self-editing with an editing checklist.

Publishing

- [Book Creator](#) — Publish an illustrated digital narrative.
- [Google Slides](#) — Create a visual story with text and images.
- [Adobe Express for Education](#) — Design a cover and digital narrative.
- Create a title, cover, dedication, and author's note; share during an author celebration; and complete a self-reflection.

Ongoing Language Instruction

Incorporate grammar, usage, mechanics, dialogue punctuation, paragraphing, spelling, and sentence-structure lessons as indicated by diagnostic and formative assessments.

Assessments

Formative:

- on-demand narrative pre-assessment
- notes and graphic organizers
- one-on-one conferences with students throughout the writing process
- writer's notebook entries
- exercises and activities during various stages of the writing process
- student self reflection
- Student Performance Checklist

Summative:

- final copy of published, assessed with standards-based rubric

Benchmark:

- IXL
- Standards Based Rubrics

Alternative:

- student self-assessment
- visual or oral presentation
- dramatization
- one-on-one conference or interview
- observation of student

Interdisciplinary Connections**Workshop and Civics Connections**

Using the workshop model supports civics learning by giving students opportunities to make decisions, follow discussion procedures, collaborate with peers, consider different perspectives, and solve problems together.

- [6.1.5.CivicsPR.1](#) — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.
- [6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.
- [New Jersey Social Studies Standards](#)
- [2020 NJSLS-Social Studies, Grades 3–5](#)

Career Readiness, Life Literacies, and Key Skills**New Jersey Life Literacies and Key Skills Standards**

- [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 personal, academic, community, and global problems.
- [6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.
- [9.4.5.DC.4](#) — Model safe, legal, and ethical behavior when using online or offline technology.
- [8.1.5.NI.2](#) — Explain how information is transmitted through computer networks and identify security measures that protect information.

Computer Science & Design Thinking**New Jersey Computer Science and Design Thinking Standards**

- [8.1.5.CS.2](#) — Model how computer software and hardware work together as a system to accomplish tasks.
- [8.1.5.DA.1](#) — Collect, organize, and display data to highlight relationships or support a claim.
- [8.1.5.DA.3](#) — Organize and present collected data visually to communicate insights gained from different views of the data.
- [New Jersey Computer Science and Design Thinking Standards](#)

Online Platforms and Resources

- [BrainPOP Jr.](#)
- [Google Classroom](#)
- [Google Slides](#)
- [Google Docs](#)
- [IXL](#)
- [Seesaw](#)

Time Frame	8 weeks
Topic	
Reading Workshop -- Poetry	
Alignment to Standards	
<u>New Jersey Student Learning Standards for English Language Arts</u>	
<u>Grade 4 Progress Indicators</u>	
<u>Reading Literature</u>	
• <u>RL.CR.4.1</u> — Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences. • <u>RL.CI.4.2</u> — Summarize a literary text and interpret the author's theme, citing key details from the text. • <u>RL.IT.4.3</u> — Describe the impact of individuals and events throughout a text through an in-depth analysis of a character, setting, or event using textual evidence. • <u>L.VI.4.3, Component 2</u> — Determine the meaning of words and phrases that allude to significant characters found in literature. This addresses part of the former RL.4.4 standard. • <u>RL.TS.4.4</u> — Explain major differences among poetry, drama, and prose and refer to	

their structural elements when writing or speaking about a text.

- [RL.PP.4.5](#) — Compare and contrast the points of view from which different stories are narrated, including first- and third-person narration.
- [RL.MF.4.6](#) — Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- [RL.CT.4.8](#) — Compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts by authors from different cultures.
- [L.RF.4.4](#) — Read with sufficient accuracy and fluency to support comprehension. This supports the grade-level reading expectations previously addressed in RL.4.10.

Speaking and Listening

- [SL.PE.4.1](#) — Engage effectively in collaborative discussions with diverse partners about Grade 4 topics and texts, building on others' ideas and expressing ideas clearly.
- [SL.PE.4.1, Component 1](#) — Explicitly draw on previously read texts, materials, and background knowledge to explore ideas during discussions.
- [SL.PE.4.1, Component 2](#) — Follow agreed-upon discussion rules and carry out assigned roles.
- [SL.PE.4.1, Component 3](#) — Ask and answer specific questions, clarify information, and connect comments to the ideas of others.
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- [SL.UM.4.5](#) — Add audio recordings and visual displays to presentations when appropriate to enhance main ideas or themes.
- [SL.AS.4.6](#) — Differentiate between situations that call for formal English and those in which informal discourse is appropriate; use formal English when appropriate.

Language

- [L.WF.4.2](#) — Demonstrate command of encoding and spelling conventions.
- [L.WF.4.2, Component 1](#) — Analyze and spell multisyllabic words containing common Latin roots, prefixes, and suffixes.
- [L.WF.4.2, Component 2](#) — Write affixed words that involve a sound or spelling change in the base word.
- [L.WF.4.2, Component 3](#) — Spell grade-appropriate words correctly, consulting references as needed.
- [L.WF.4.2, Component 4](#) — Consult print and digital reference materials to determine pronunciation and clarify precise meanings.
- [L.WF.4.3](#) — Demonstrate command of writing conventions, including grammar,

sentence structure, capitalization, punctuation, and usage.

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- [L.WF.4.3, Component 8](#) — Use apostrophes to show possession.
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- [L.KL.4.1, Component 1](#) — Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.
- [L.KL.4.1, Component 2](#) — Choose words and phrases that convey ideas precisely.
- [L.KL.4.1, Component 3](#) — Choose punctuation for effect.
- [L.KL.4.1, Component 4](#) — Differentiate between situations that call for formal English and situations in which informal discourse is appropriate.
- [L.VL.4.2](#) — Determine or clarify the meanings of unknown and multiple-meaning academic and domain-specific words and phrases using a range of strategies.
- [L.VL.4.2, Component 1](#) — Use context, including definitions, examples, and restatements, as clues to word meaning.
- [L.VL.4.2, Component 2](#) — Use common Greek and Latin roots and affixes as clues to word meaning.
- [L.VL.4.2, Component 3](#) — Consult print and digital dictionaries, glossaries, thesauruses, and other references.
- [L.VI.4.3](#) — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [L.VI.4.3, Component 1](#) — Explain the meanings of simple similes and metaphors in context.
- [L.VI.4.3, Component 2](#) — Determine the meanings of words and phrases that allude to significant literary characters.
- [L.VI.4.3, Component 3](#) — Recognize and explain the meanings of common idioms, adages, and proverbs.
- [L.VI.4.3, Component 4](#) — Relate words to their antonyms and to synonyms with similar but not identical meanings.

Learning Activities & Key Concepts and Skills

Essential Questions:

- How is poetry different from other genres?

- How does poetry show thoughts and expression?

Guiding Questions:

- What is the poem about?
- What is the author's craft and/or technique?
- What is the theme or message of the poem?
- How can understanding figurative language assist in comprehending the poem?
- What reading strategies can be used to assist with understanding?

Essential Knowledge, Skills & Enduring Understandings:**A: STUDENTS WILL KNOW:**

- literary elements used in poetry
- craft techniques used in poetry

B: STUDENTS WILL UNDERSTAND THAT:

- there are structural elements of poetry.
- sound and sensory details are important for interpretation
- the poet's inspiration will assist in identifying the big idea inside a poem.
- identifying varied feelings assist with understanding
- using their schema and a poem's contents will help them determine the meaning of unfamiliar words
- it is important to stop and clarify meaning.
- line breaks and whitespace are the punctuation of poetry
- poets carefully select words and imagery to create mood and tone

C: STUDENTS WILL BE ABLE TO:

- interpret a variety of poems and their structural elements
- use sensory images and create mental images to better understand poems
- identify author's purpose
- make connections and use background knowledge to determine meaning
- identify with personal feelings in order to connect with poems
- ask and answer questions to clarify thinking
- compare and contrast poems
- use comprehension strategies and context clues to interpret vocabulary
- use strategies before, during, and after to aid in comprehension
- identify and analyze literary elements for poetry
- analyze poems for a variety of literary elements
- identify qualities that enhance poetry
- identify themes and big ideas within poetry

Suggested Learning Activities:***Reading Fundamentals: Poetry by Schoolwide***

- [Schoolwide Reading Fundamentals](#) — Read poetry mentor texts aloud and discuss genre features, structure, word choice, meaning, and author's purpose.
- [New Jersey Climate Change Education by Grade Band](#) — Embed climate change across content areas by including poems about nature, weather, animals, habitats, conservation, and environmental change.
- [Poems About Climate Change](#) — Read and compare age-appropriate poems about nature, climate, and environmental issues.

- [Poetry and Music Lesson](#) — Explore rhythm, sound, pauses, line breaks, and oral performance.
- [National Poetry Month Activities, Grades 3–5](#) — Examine poetic forms, stanzas, line breaks, rhythm, sound, and meaning.
- [Nature Poetry Lesson](#) — Visualize a natural setting, infer the poet’s message, and write or sketch a response.
- [Theme Poetry Lesson](#) — Use sensory details, background knowledge, and mental images to explore a poem’s central idea.
- [Poetry Teacher Resources](#) — Find lessons organized around the environment, social justice, seasons, nature, and other themes.
- [New Jersey Climate Instructional Resources](#) — Locate free Grade 3–5 climate resources that can be paired with poems and read-alouds.

Students read and reread poems, visualize and sketch images, interpret unfamiliar language using context and background knowledge, identify rhyme and rhythm, analyze tone and emotion, determine themes, compare poems, make personal and text-to-text connections, and respond through discussion, writing, movement, art, or performance.

Assessments

Formative:

- running records on poetry with comprehension assessment
- Grade 4 Poetry Reading Assessment
- teacher/student conferences
- observations of peer conferences and student sharing
- classroom discussions
- reader’s notebook
- post-it notes
- student self-reflection and goal setting
- Student Performance Checklist

Summative:

- running record on poetry with comprehension assessment
- Schoolwide Poetry Grade 4 Summative Assessment
- poetry project (e.g., essay, poster, portfolio)

Benchmark:

- Scholastic Next Step Guided Reading Assessment (end of year)

Alternative:

- student self-assessment
- visual or oral presentation
- dramatization
- one-on-one conference or interview
- observation of student

Interdisciplinary Connections

Workshop and Civics Connections

Using the workshop model supports civics learning by giving students opportunities to collaborate, follow discussion procedures, make decisions, solve problems, and consider different perspectives.

- [6.1.5.CivicsPR.1](#) — Compare procedures for making decisions in a variety of settings, including the classroom, school, government, and society.
- [6.1.5.CivicsCM.3](#) — Identify behaviors that promote collaboration and problem-solving with people who have different perspectives.
- [New Jersey Social Studies Standards](#)
- [2020 NJSLs-Social Studies, Grades 3–5](#)

Career Readiness, Life Literacies, and Key Skills**New Jersey Life Literacies and Key Skills Standards**

- [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 personal, academic, community, and global problems.
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- [8.1.5.DA.1](#) — Collect, organize, and display data to highlight relationships or support a claim.
- [8.1.5.DA.3](#) — Organize and present collected data visually to communicate insights gained from different views of the data.
- [New Jersey Computer Science and Design Thinking Standards](#)

Online Platforms and Resources

- [BrainPOP Jr.](#)
- [Google Classroom](#)
- [Google Slides](#)
- [Google Docs](#)
- [IXL](#)
- [Learning Ally](#)
- [ReadWorks](#)
- [Scholastic News](#)
- [Scholastic Digital Education Resources](#)
- [Storyworks](#)
- [Seesaw](#)

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

**Modifications for Physical Education/Dance/or any other physical coursework
(ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)*****ELL:***

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements

- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.