

Domain: Informational Text		
Cluster: <i>Key Ideas and Details</i>		
Standard: <i>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to refer to the text when explaining or making inferences?</i></p> <p><i>How can specific details from the text help me draw conclusions?</i></p>	<p><i>Being able to refer to the text demonstrates a higher level of synthesizing.</i></p> <p><i>Discussing a text requires the use of relevant details and examples.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Tell the students that you have a new neighbor. You wanted to find out more about your neighbor so you went digging through their garbage and this was what you found. Show students several items (a baby bottle, a dog bone, children’s toys). Ask them if these items tell us anything about my neighbor (they have a baby, a dog, and one or more children). Ask the students how they figured it out without ever seeing the family. Relate to using specific details and examples in text as “clues” to learning more about the characters, plot, and setting. • Students are given a text and asked to create an inference based on that passage. • Form an opinion and use evidence from the text to support idea. • Have students answer several questions on explicit information and have them highlight where they found their answers in the text
Content Statements		
<p><i>Discussing text in a meaningful way requires using details and the ability to generate inferences.</i></p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Use internet generated quiz found on: www.fayettevilleintermediate.org/inferencing_activities.htm 		<ul style="list-style-type: none"> • www.tv411.org • www.fayettevilleintermediate.org/inferencing_activities.htm

<ul style="list-style-type: none"> • Students respond to an open-ended question based on current text being studied. Students are required to support their answer with specific details from the text. 	<p style="text-align: center;"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420 □ SE 2: 55, 72, 76–79, 104, 115, 130, 160–163, 192, 203, 218, 278, 290–291, 310–313, 325, 342, 353, 372, 416–417, 447, 464</p> <p>TE 1: 42–43a, SG•15, SG•16, 47c, 48– 49, 70–71a, 72–73a, SG•22, SG•23, SG•26, SG•27, SG•31, SG•32, 104– 105a, SG•39, SG•42, SG•48, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h, SG•68, SG•69, SG•70, SG•72, SG•77, SG•78, SG•79</p> <p>TE 2: 173c, 174–175, SG•5, SG•10, SG•15, 224–225, 225a, SG•21, 229c, 230–231, 249c, 257c, 258–259, 266– 267a, 268c–268d, 268–269a, 272–273, 274–275a, SG•50, SG•51, SG•52, SG•56, SG•57, SG•60, SG•61, SG•62, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300– 301, 302–303a, 306c–306d, 306–307a, SG•67, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, UR•42–UR•43, UR•52–UR•53</p> <p>TE 3: 324–325a, 330–331a, 336–337a, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414– 415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, SG•51, SG•56, SG•61, 454–455a, 456–457a, SG•69, SG•71, UR•8–UR•9, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38– UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 4: 43c, 46–47a, 48–49a, SG•5, SG•7, SG•10, SG•11, SG•16,</p>
Equipment Needed	
<ul style="list-style-type: none"> • Text • Internet • Objects for inferencing activity 	
New Jersey Model Curriculum Objective 2013	
<p><i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p>	

53c, 54–55, 60–61a, 62–63a, 64–65, 66–67a, 68c–68d, 68–69a, 70–71a, 72–73a, 76–77a, 78–79, 81h, 81i–81m, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, SG•32, 92–93a, 98–99a, 100–101a, 104–105a, SG•34, SG•35, SG•36, SG•46, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, SG•51, SG•52, SG•53, SG•56, SG•58, SG•61, SG•62, 160c–160d, 160–161a, 162–163a, SG•74, SG•79, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43

TE 5: 182–183a, 188–189a, 192–193a, 196–197a, SG•4, SG•8, SG•10, SG•12, SG•14, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 289c, 290–291, 292–293, 310–311a, 312–313a, SG•66, SG•69, SG•70, SG•71, SG•74, SG•76, SG•80, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39

TE 6: 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, SG•2, SG•3, SG•4, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•13, SG•14, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a, 370–371a, 372–373a, 381h, 381i–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78,

SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–
UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53

Domain: Informational Text		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it necessary when summarizing the text to focus on the essential or main idea?</i></p> <p><i>What information is appropriate to include in a summary?</i></p>	<p><i>Separating the main idea from supporting details is a necessary skill when given a summary of a text.</i></p> <p><i>Paraphrasing main ideas from a text can aid the ability to summarize.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Provide the students with a main idea and 5-10 details. Have the students identify which details do and do not support the main idea. Have them cross out details that do not support the main idea. • Write supporting details when given a main idea or topic sentence. • Read text to identify the main idea and identify relevant supporting details. • Identify the important ideas in a text and report them in an organized way, either orally or in writing. • Include appropriate and important details when summarizing text.
Content Statements		
<i>The use of summarizing requires the ability to identify the main idea and supporting details.</i>		
Assessments		Teacher Resources
<ul style="list-style-type: none"> • Completed Graphic Organizer • Complete interactive quiz found on website • Write summaries that reflect literal understanding of text. 		<ul style="list-style-type: none"> • www.internet4classrooms.com/skill_builders/main_idea_language_arts_fourth_4th_grade.htm
Equipment Needed		<u>Reading Street 2012-2013 Alignment</u>
<ul style="list-style-type: none"> • grade level text • internet 		<p>SE 1: 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457 □ SE 2: 54–55, 72, 175, 192, 258–259, 278, 352–353, 372</p> <p>TE 1: 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m, UR•48– UR•49, UR•51,</p>

New Jersey Model Curriculum Objective 2013	UR•52–UR•53
<i>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i>	TE 2: 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m,

SG•73, UR•48–UR•49, UR•51, UR•52–UR•53

TE 3: 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, SG•3, SG•8, SG•9, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a, UR•12

TE 4: SG•2, SG•7, SG•12, 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, SG•18, SG•25, SG•28, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, SG•41, SG•44, 126c–126d, 130–131, 131a, 160c–160d, 160–161a, UR•22

TE 5: 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, SG•3, SG•9, SG•13, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a, 270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m, SG•57, SG•60, SG•62, UR•12, UR•38–UR•39, UR•41, UR•42–UR•43

TE 6: 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m, SG•50, SG•54, SG•55, SG•60, 460c, 464–465a, 473p, UR•22

Domain: Informational Text		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to use specific information in the text in order to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text?</i></p> <p><i>Why is keeping the correct order of events in historical or technical texts important?</i></p>	<p><i>Cause and effect relationships in a text help explain what happens and why it happens leading to a greater understanding of events, procedures, ideas, or concepts.</i></p> <p><i>Keeping the exact order of events or directions is important in correctly retelling informational text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Highlight cause and effect relationship in given text. Explain how the cause directly creates the effect. • Write a procedural text explaining the specific sequence of events. For instance, “How to Create a Website.” Include all of the important events or procedures that must take place. • Give a presentation on historical, scientific, or technical procedures, ideas, and concepts explaining and demonstrating the significance of the cause and effect relationship.
Content Statements		
<i>Students will understand that you need to use specific information from the text to correctly retell a sequence of events or directions in a procedure.</i>		
Assessments		Teacher Resources
<ul style="list-style-type: none"> • graphic organizers • open-ended questions that require students to use specific information from the text 		<ul style="list-style-type: none"> □ www.internet4classrooms.com/skill_builders/cause_effect_language_arts_fourth_4th_grade.htm

Equipment Needed	
<ul style="list-style-type: none"> • Text • Internet 	
New Jersey Model Curriculum Writing	<u>Reading Street 2012-2013 Alignment</u>
<p><i>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p>	<p>SE 1: 72–75, 224–225 □ SE 2: 46–49, 84–85, 104, 108–109, 324–325, 342</p> <p>TE 1: 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a □ TE 2: 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299</p> <p>TE 3: 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, SG•18, SG•19, SG•23, SG•29, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m, SG•51, SG•54, SG•57, SG•58, SG•66, SG•70, SG•75, SG•80</p> <p>TE 4: 43c, 46c–46d, 46–47a, 48–49a, SG•5, SG•10, SG•16, 53c, 54–55, 62–63a, SG•20, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, SG•35, SG•36, SG•38, SG•40, SG•45, SG•46, 124–125a, 126c–126d, 134c–134d, SG•56, SG•57, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>TE 5: 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61 □ TE 6: 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13</p>

Domain: Informational Text		
Cluster: <i>Craft and Structure</i>		
Standards: <i>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to understand the meaning of key words or phrases related to the text?</i></p> <p><i>What strategies can I used to determine the meaning of unknown words?</i></p>	<p><i>Possessing a grade level appropriate vocabulary ensures a deeper understanding of the topic being studied.</i></p> <p><i>Acquiring both domain specific words and academic vocabulary is necessary in interpreting or making meaning from the topic being studied.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Students read a nonfiction text and are asked to find 3 new words. Students then work in groups to identify the meaning of the unknown words. Teacher then writes the new words on the board and the class has a discussion of the words' meanings and how they know (what context clues they used). • Identify missing words from sentences using context clues. • Actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words by using context clues. • Decode new vocabulary to find meaning. Record new words in notebook or class word wall • Incorporate new words into writing piece and classroom discussions.
Content Statements		
<i>Students' vocabulary will be expanded by the exploration of new words based on grade level.</i>		
Assessments		Teacher Resources
<ul style="list-style-type: none"> •Vocabulary building worksheet •Assess writing pieces that use academic and grade specific words in a sentence, write paragraph using specific words, etc 		<p>www.tampareads.com/wrksheet/start.htm</p> <p>Reading Street 2012-2013 Alignment</p> <p>SE 1: 20–21</p>

	<p>TE 1: SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a □ TE 2: 192c, 259a, 260e, 260–261 □ TE 3: 319a, 326–327, 347a, 424a– 424b, 427a, SG•69</p>
Equipment Needed	
<ul style="list-style-type: none"> • Internet • Text 	<p>TE 4: 81h, 81i, 109a, 161a □ TE 5: SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c □ TE 6: 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p>
New Jersey Model Curriculum Objective 2013	
<p><i>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</i></p> <p style="text-align: center;">2</p>	

Domain: Informational Text		
Cluster: <i>Craft and Structure</i>		
Standards: <i>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it essential to describe the structure of a specific text to derive meaning from it?</i>	<i>A greater understanding of general comprehension skills, and how we implement them while analyzing text, will help perceive the events, ideas, concepts, or information in a clearer way.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • Identify text structure to gain a better understanding of events, ideas, or concepts in a text or part of a text. • Complete a conflict map (Problem/Solution) • Read a story. Give each group of students a bag with strips of paper containing different events from the story on each strip. Have the students put the events in order chronologically. Re-read for meaning.
Content Statements		
<i>Use a variety of text features to locate key facts for information in text</i>	<i>Considering that text follows a structural pattern, that incorporates chronology, cause and effect, problem/solution enables one to better comprehend informational text</i>	
Assessments		Teacher Resources
<ul style="list-style-type: none"> -Completed Conflict Map -Have students identify problem/solution through writing -Sequence cards 		<ul style="list-style-type: none"> • WWW.INTERNET4CLASSROOMS.COM/GRADE_LEVEL_HELP/PROBLEM_SOLUTION_LANGUAGE_ARTS_FOURTH_4TH_GRADE.HTM
Equipment Needed		
<ul style="list-style-type: none"> • Text • Internet 		<p align="center"><u>Reading Street 2012-2013 Alignment</u></p> <p>SE 1: 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404– 405, 454 □ SE 2: 46, 76, 108–109, 160, 258–259, 278, 310,</p>
New Jersey Model Curriculum Objective 2013		

<p><i>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</i></p>	<p>324–325, 468</p> <p>TE 1: 72–73a, SG•21, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a, SG•78, UR•52</p> <p>TE 2: 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a □ TE 3: 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, SG•50, SG•52, SG•55, SG•57, SG•60, SG•62, SG•64, 454c–454d, 454–455a, 456–457a, SG•74, SG•76, UR•22, UR•38–UR•39, UR•42–UR•43</p>
	<p>TE 4: 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, SG•42, SG•57, 160c–160d, 160–161a, 162–163a, SG•69, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33</p> <p>TE 5: 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a, UR•22–UR•23, UR•42 □ TE 6: 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 469a, 471a, UR•8, UR•12–UR•13</p>

Domain: Informational Text		
Cluster: <i>Craft and Structure</i>		
Standard: <i>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to consider different points of view about an event or topic?</i>	<i>Considering multiple points of view of an event or topic can help the reader gain a deeper understanding of the event/topic.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Play a round of telephone with the class. Discuss what happened to the information as it went around the room. When was it most accurate? Relate this to first and second hand accounts. • Read two texts on the same topic and identify the author’s point of view. • Create a Venn Diagram to compare and contrast two author’s points of view on the same topic. • Identify and discuss cultural and historical perspectives that are in conflict with and in support of the text.
Content Statements		
<i>Background knowledge and pre-requisite skills are necessary to identify similarities and differences in two texts on the same topic</i>		
Assessments		Teacher Resources
<ul style="list-style-type: none"> •Completed Venn Diagram •Informal Observations 		<input type="checkbox"/> www.readwritethink.org Reading Street 2012-2013 Alignment SE 1: 163, 341 <input type="checkbox"/> SE 2: 225, 285, 347 TE 1: 163a <input type="checkbox"/> TE 3: 340–341 <input type="checkbox"/> TE 5: 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, SG•21, SG•26, UR•18–UR•19, UR•21 TE 6: 346–347
Equipment Needed		
<ul style="list-style-type: none"> • Nonfiction text • Internet 		
New Jersey Model Curriculum Objective 2013		
<i>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i>		

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 4: Integration of Knowledge and Ideas</i>		
Standard: <i>RI. 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What strategies do effective readers use to understand informational text?</i></p> <p><i>How do text features and structures aid comprehension?</i></p>	<p><i>Print and digital sources have characteristics and structure, which directly contribute to the meaning of a text.</i></p> <p><i>Interpreting and identifying informational texts in different media and formats support a student's ability to think critically.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Create a class chart, graph, or diagram and discuss the information it provides. What questions could someone answer looking at the information that was represented? • Have students read a non-fiction text and create a chart, graph, diagram or timeline to support the text • Generate a Reader's Response Entry • The Frayer Model (http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html) • Wordsplash - collection of key words or concepts chosen from a passage or chapter that students are about to read • Summary (e.g., write a summary on a topic after exploring a variety of mediums such as a textbook, blog and magazine)
Content Statements		
<p><i>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</i></p>		
Assessments		Teacher Resources
<p><i>Writing an Expert Book (Nonfiction Research Text)</i> <i>Summative: Written: Informative</i> <i>Students are asked to create nonfiction books about an "expert"</i></p>		<p>http://www.wordle.net/ http://jc-schools.net/tutorials/tools/english-ms.html http://www.facinghistory.org</p>

topic of their choice. These books will then be shared in multiple ways in order to celebrate and promote reading nonfiction with various audiences in the school and community.

Possible avenues for sharing:

1. *Media Center Circulation and Display:* Students' nonfiction books will be catalogued, circulated, and displayed in the school media center. These books will be available for checkout and feature their own barcode.
2. *Author Visits:* Students will visit other classrooms in the school to share their nonfiction book. They may present to a grade-level peer, a lower grade, or a higher grade.
3. *Expert Expo:* Students will host a showcase of their nonfiction books. Community members will be welcomed into the school in order to interact with the books and authors.

After reading nonfiction mentor texts, the students will research and then create a book about a self-selected topic.

*Students will be encouraged to incorporate the nonfiction features and structures they have studied over the course of the unit.

Research/Travel Brochure

Conduct research on a country topic students may have touched upon in their reading. Drawing on several sources (e.g., print, digital, video, multimedia, etc.) write a report or generate a travel brochure that entices people to visit that country. Teacher should create a specialized rubric to determine the level of student insight.

<http://olc.spsd.sk.ca/de/pd/instr/strats/raft/>

www.learnnc.org

<http://www.justreadnow.com/strategies/frayer.htm>

www.learnnc.org

<http://www.readingquest.org/strat/sfa.html>

[http://www.nytimes.com/interactive/blogs/directory.html?scp=](http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse)

[1-spot&sq=blogs&st=cse](http://www.readwritethink.com)

www.readwritethink.com

<http://rubistar.4teachers.org>

<http://owlenglish.purdue.edu/owl/resource/724/02>

www.parconline.org

www.thinkfinity.com

[http://www.discoveryeducation.com/free-](http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746)

[puzzlemaker/?CFID=455395&CFTOKEN=24706746](http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746)

www.edutopia.org

www.k8accesscenter.org/documents/JKnight.webinar.ppt

[http://www.readwritethink.org/classroom-](http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html)

[resources/printouts/double-entry-journal-30660.html](http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html)

<http://www.middleweb.com/Socratic.html>

Reading Street 2012-2013 Alignment

SE 1: 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420 □ **SE 2:** 46, 76–77, 78–79, 97, 109, 114– 115, 120, 130, 185, 224, 285, 313, 370–371, 446–447, 453, 458, 461, 464

TE 1: 39c, 72c–72d, 74–75, 75a, SG•21, 93b, 104c–104d, 104–105, 105a, 106–107a, 109b, 131d, 152c– 152d, 160–161a, SG•69, SG•74

TE 2: 189c, 192–193a, SG•5, SG•10, 221c, 224c–224d, 224–225a, SG•21, 249c, 266–267a, 268c, 270–271a, 275c, 281a, 303c, SG•69, SG•79

TE 3: 317c, 318–319, 322–323a, 326–327a, 328–329a, 332–333, 334–335a, 336–337, 343h, 343l–343m, SG•2, SG•6, SG•7, SG•12, 352–353, 358–359a, 366–367, 367a, SG•18, SG•23, SG•29, 387b, 393c, 408–409a, 410–411, 411a, 412–413, 416–417a, 420–421, 421c, 424c–424d, SG•53, SG•63, UR•8–UR•9, UR•11, UR•12–UR•13

TE 4: 43c, 46c, 46–47a, 48–49a, 58–59a, 60–61, 70–71, 73c, 76c–76d, 76–77a, 78–79a, SG•21, SG•26, 92–93a, 96–97a, 105c, 108–109a, SG•37, 113c, 114–115, 120–121a, 122–123a, 130–131, 134–135, 135a, 139h, 139l–139m, SG•52, SG•58, SG•62, SG•63, UR•32, UR•38–UR•39, UR•41, UR•42–UR•43

TE 5: 184–185a, 193c, 219c, 222–223a, 224–225, 247c, 250c–250d, SG•38, 262–263a, 269b, 270–271a, 278–279, 279c, 282–283a, 284–285a, SG•53, SG•58, 307c, 310–311a, 312–313a, SG•69, SG•70, SG•74

TE 6: 364c–364d, 368–369, 370–371, 371a, 373c, 378–379, 379a, SG•26, 437c, 445c, 446–447, 452–453, 453a, 454–455, 457a, 458–459, 460c, 461a, 462–463, 464–465, 468c–468d, 468–469, 469a, 470–471, 471a, 473h, 473l–473m, UR•48–UR•49, UR•51, UR•52–UR•53

Domain: Strand: Reading Informational Text		
Cluster: Gr. 4 Integration of Knowledge and Ideas		
Standard: 4.8 <i>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to use reasons/evidence to support a point of view?</i>	<i>Reasons and evidence are essential to support an author's point(s).</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> Analyze advertisements <ul style="list-style-type: none"> -Study ads from magazines. Answer- What does this advertisement make you feel? What does it make you think about? How does this sell the product? Engage in small group discussions about the point of view in a specific text Engage in a debate on a given topic <ul style="list-style-type: none"> -Students choose their point of view and give specific reasons and evidence to support it in a mock debate Engage in a Silent Discussion Develop an argument map Participate in Jigsaws Generate a Reader's Response Entry
Content Statements		
<i>Reasons and evidence lend credence to an author's ideas.</i>		
Assessments		Teacher Resources

Summary of a select text (e.g., Using the [opinion frame](#), students will summarize a book review)

[Argument map](#) (e.g., Using an organizer such as the one found at Read, Write, Think, map out an argument for or against celebrating Columbus Day.)

Engage in a debate (e.g., Engage in a debate about the benefits of daily physical education classes.)

Construct a written argument (e.g., Write a letter to your parents/guardians arguing in favor or against a later bedtime.)

[Political Action Plan](#) (e.g., Design and present a political action plan on a local public issue of your choice. For example, the need for a skate park.)

- Purdue University's (OWL) On-line Writing
- PARCC
- Rubistar
- Readwritethink.org
- Readingquest.org
- Learner.org
- Project Citizen

Reading Street 2012-2013 Alignment

SE 1: 42–43, 192–193, 259, 306–307 **SE 2:** 72, 161, 174–175, 192, 196– 197, 223, 440–441

TE 1: 42c–42d, 42–43a, SG•2, SG•5, SG•7, SG•10, SG•12, 47c, 48–49, 77h, 77l–77m, SG•34, SG•44, 154–155, 160c

TE 2: 192–193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258–259, 266– 267a, 268c–268d, 283h, 283l–283m, SG•50, SG•54, SG•55, 306–307, 307a, UR•38–UR•39, UR•40–UR•41, UR•42– UR•43

TE 3: 345c, 346–347, 456–457a, UR•18–UR•19, UR•20–UR•21 □ **TE 4:** 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a □ **TE 5:** 173c, 174–175, 178–179a, 180– 181a, 182–183a, 186c, 190–191, 192–193a, 196c–196d, 196–197a, 199h, 199l–199m, SG•5, SG•15, 222c–222d, 222–223a, 264–265a, 276–277a, UR•8–UR•9, UR•10–UR•11, UR•12– UR•13 □ **TE 6:** 364c, 376c–376d, 376–377a, SG•19, SG•23, SG•29, 440c–440d, 440–441a, UR•19

Key: SE=Student Edition; **TE=Teacher's** Edition; **SG=Small** Group 18 **UR=Unit** Review, **WP=Writing** Process

Equipment Needed

- LCD Projector
- Overhead Projector
- Document Camera
- SMART Board
- Laptops
- Tradeooks; Newspapers; Magazines; Textbooks

New Jersey Model Curriculum Objective 2013

Explain how an author uses reasons and evidence to support particular points in a text.

Domain: Strand: Reading Informational Text		
Cluster: Grade 4: Integration of Knowledge and Ideas		
Standards: RI. 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does integrating information from two texts support students in the way of writing and speaking ability to respond knowledgeably about a topic?</i>	<i>In order to be knowledgeable about a topic, students need to be able to integrate information from more than one source.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Give an oral presentation on a given topic after reading two or more texts on the topic. Students must speak about the subject for at least 3 minutes and are graded on a teacher-made rubric. • Complete a Venn Diagram comparing and contrasting the information given in two different texts on the same topic • Generate a Reader's Response Entry -Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine) • Work together with a partner who has read a different text on the same topic to create a report about the subject. • The Frayer Model • Journaling on a specific subject based on 2 different texts on the subject • Double Entry Journaling • Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)
Content Statements		
<i>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i>		

Assessments	Teacher Resources
<p>Create New Jersey Travel Brochure <i>Students will create a travel brochure topic students may have touched upon in their reading. Drawing on several sources (e.g., print, digital, video, multimedia, etc. Write a report or generate a travel brochure that entices people to visit that country. Teacher should create a specialized rubric to determine the level of student insight.</i></p>	<p>http://www.wordle.net/ http://jc-schools.net/tutorials/tools/english-ms.html http://www.facinghistory.org http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parcconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html http://www.middleweb.com/Socratic.html</p>
<p>Equipment Needed</p>	
<ul style="list-style-type: none"> • LCD Projector • Overhead Projector • Document Camera • SMART Board • Laptops • Trade books, magazines, newspapers, & textbooks 	
<p>New Jersey Model Curriculum Objective 2013</p>	
<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Reading Street 2012-2013 Alignment</p> <p>SE 1: 75, 163, 307, 341 □ SE 2: 79, 109, 197, 225, 285, 313, 379</p> <p>TE 1: 74–75a, 105a, 107a, 162–163a TE 2: 300–301, 306–307a, SG•74 □ TE 3: 340–341a, 368–369, 369a, UR•15</p> <p>TE 4: 48–49a, 78–79a, 108–109a, SG•37, 162–163a □ TE 5: 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a □ TE 6: SG•15, 378–379a, 441a, UR•11</p>

--	--

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 4: Range of Reading and Level of Text Complexity</i>		
Standards: <i>RI. 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does exposure to and comprehension of informational text enhance students' academic success?</i>	<i>Exposure to and comprehension of informational text helps students become independent and proficient readers.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader's Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i> • <i>Double Entry Journal</i> -This journal helps students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world. (http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html)
Content Statements	<i>Read and comprehend informational texts at the high end of the grades 4–5 text complexity band proficiently, with teacher's assistance as needed.</i>	

Assessments:	Teacher Resources
-Verbal or written summary -Vocabulary Assessment: (See Frayer Model)	http://www.wordle.net/ http://www.readingquest.org/strat/ichart.html http://jc-schools.net/tutorials/tools/english-ms.html http://www.facinghistory.org http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html http://www.middleweb.com/Socratic.html
Equipment Needed	
<ul style="list-style-type: none"> • LCD Projector • Overhead Projector • Document Camera • SMART Board • Laptops • Trade books, magazines, newspapers, & textbooks 	
New Jersey Model Curriculum Objective 2013	
<p><i>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p>	

Reading Street 2012-2013 Alignments

SE 1: 141, 143, 164, 259, 282, 287, 308

TE 1: 72c–72d, 140–141, 144–145a, 154–155a, 160–161a, 162–163a, 164–165
TE 2: 192c–192d, 192–193a, 224c–224d, 224–225a, 258–259, 262–263a, 274–275a, 278–279a, 280–281a, 282–283, 286–287, 290–291a, 292–293a, 294–295a, 296–297a, 298–299a, 300–301a, 306–307a, 308–309

TE 3: 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a, SG•66, SG•70, SG•71, SG•76, SG•80
TE 4: 46c–46d, 46–47a, 48–49a, 58–59a, 70–71a, 76c–76d, 76–77a, 83c, 84–85, 88–89a, 94–95a, 102–103a, 108c–108d, 108–109a, 118–119a, 130–131a, 134–135a, 136–137a, 160–161a, 162–163a

TE 5: 173c, 174–175, 178–179a, 190–191a, 196c–196d, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215a, 222c–222d, 250–251a, 252–253a, 257c, 258–259, 262–263a, 268–269a, 276–277a, 312–313a

TE 6: 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a
