

Domain: <i>Strand: Writing;</i>		
Cluster: <i>Grade 4</i>		
<ul style="list-style-type: none"> • Standards: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a) Introduce the topic or text clearly, state an opinion, and create an organization structure in which related ideas are grouped to support a writer’s purpose. b) Provide reasons that are supported by facts and details c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d) Provide a concluding statement or section related to the opinion presented. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is effective reasoning essential to writing an opinion piece?</i>	<i>Students will understand :</i> <i>Details, examples, and evidence are necessary to present ideas in a piece of writing.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Create a graphic organizer that helps the student visualize the reasons and supporting evidence of the topic. Graphic organizers for persuasive writing can be found here. Have students use these to organize their thoughts in order to write a persuasive essay. <ul style="list-style-type: none"> -<i>Topics for opinion pieces include:</i> Kids should get paid for good grades, bullies should be kicked out of school, parents of bullies should have to pay a fine, the school year should be longer, cigarettes should be more expensive, recycling should be mandatory for everyone, and school days should start later. Students may argue the statement as it is written or take the opposite view. • Engage in discussion that helps the students to develop necessary thinking and language for writing. Ask the class a question that requires an opinion and have them share their point of view with their partner before writing
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> • write an opinion to a topic or text. • use details to illustrate their position on a topic. • use transition phrases to organize writing. • write a summary statement 	<i>Transition words support both the content and organization of the piece.</i>	

		<p>it down in a persuasive paragraph.</p> <ul style="list-style-type: none"> • Generate a list of transition words and phrases that can be used to assist students in writing. Display. • Use student models of essays to practice elaboration for examples, details and evidence.
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p>Write a response to a prescribed topic (e.g., Should homework be assigned on the weekend?). Students will demonstrate the required elements including supporting evidence or details, transition words, and a summary statement. Graded based on the NJASK Rubric</p> <p>*Be Sure to address 21st Century Themes and Skills</p>		<p><u>21 Century Themes</u></p> <p>readwritethink</p> <p><u>http://www.creativewriting-prompts.com/persuasive-essay-graphic-organizer.html</u></p> <p style="text-align: center;">Reading Street 2012-2012 Alignments</p> <p>SE 1: 42–43, 304–305, 343 SE 2: 132–133, 280–281</p> <p>TE 1: 42–43, 43a, SG•16 □ TE 2: 220–221, SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 309d– 309e □ TE 3: 342–343a □ TE 4: 50–51, 51a, 115e–115f, 125d– 125e, 132–133, 133a, 133b–133c, 139d–139e, SG•55, SG•59, SG•64 □ TE 5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p– 287q, SG•50, WP•2–WP•3, WP•6– WP•7, WP•8–WP•9 □ TE 6: 353e–353f, 381p–381q, SG•39, SG•43, SG•48, SG•53, SG•54, SG•58 SG•64, UR•35</p> <p style="text-align: center;"><u>Writing 1.a.</u></p>
Equipment Needed		
<ul style="list-style-type: none"> • Computer • List of Topics/Opinions 		

NJ Model Curriculum 2012

Write opinion pieces on topics or texts, supporting a point of view with reasons **and information**.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure **in which related ideas are grouped to support the writer's purpose**.

B. Provide reasons that are **supported by facts and details**.

C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

D. Provide a concluding statement or section related to the opinion presented.

SE 1: 304–305 □ **SE 2:** 132–133, 280–281

TE 1: 108–109, 109a, 156–157, 157a **TE 2:** 287e–287f, 297d–297e, 304–305, 305a, 305b–305c □ **TE 4:** 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e **TE 5:** 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5

TE 6: 353e–353f, 363d–363e, 374–375, 375a, 381p–381q

Writing 1.b.

SE 1: 304–305 □ **SE 2:** 132–133, 280–281

TE 1: 157a □ **TE 2:** 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d □ **TE 4:** 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q □ **TE 5:** 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5 **TE 6:** 363d–363e, 381p–381q

Writing 1.c.

SE 1: 304–305 **SE 2:** 280–281

TE 2: 297d, 304–305, 309d □ **TE 4:** 139d □ **TE 5:** 280–281, 281a, 281b–281c, 287d–287e, WP•7

Writing 1.d.

SE 1: 304–305 **SE 2:** 132–133

TE 2: 287e–287f, 304–305, 309d **TE 4:** 132–133, 133b–133c, 139d–139e □ **TE 5:** 281b–281c, WP•4–WP•5

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Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
<p>Standards: Write informative/ explanatory text to examine a topic and to convey ideas and information clearly.</p> <p>a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Provide a concluding statement or section related to the information or explanation presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to use precise language when writing an informative/explanatory text?</i></p> <p><i>When writing, how can words and phrases link information from paragraph to paragraph?</i></p> <p><i>How can we refine concluding statements?</i></p>	<p><i>Students will understand that when writing an informative/explanatory text it is important to use precise language, to develop the topic with evidence and to provide a concluding statement.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Create an organizer identify topics, key points, and supporting facts for each point. Use the graphic organizer to write a paragraph for each key point referencing facts, details, and supporting information. • Generate a list of subordinating conjunctions and phrases to use to link ideas. • Use student writing to model and to peer edit and refine the concluding statements. Chart statements into four categories: restate, summarize, challenge the reader with a question, state a personal response. • Peer conference to listen for details and information. Students should listen for clarity and fluency.
Content Statements		
Students will write informative/explanatory texts with precise language, strong details,		

and a concluding statement		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i> Students should be able to use the writing process to create their own informative/explanatory text. *Be sure to address 21st Century themes and skills.</p>		<p>21st Century Themes</p> <p>Vocabulary</p> <p>Writing Tips</p>
Equipment Needed		
<ul style="list-style-type: none"> • Journals, Notebooks • Computers • Student Models of Writing 		Reading Street 2012-2013 Alignments
New Jersey Model Curriculum		
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>SE 1: 70–71, 222–223, 276–277, 364– 365, 422–423 □ SE 2: 106–107, 344–345, 466–467</p> <p>TE 1: 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q □ TE 2: 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c– 224d, 225a, 227d–227e, 227p–227q, SG•21, SG•28, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, WP•2– WP•3, WP•6–WP•7</p> <p>TE 3: 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, SG•53, SG•59, SG•60, SG•64, 422–423, 433e–433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q, SG•69, UR•55 □ TE 4: 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e, UR•15, UR•25 TE 5: SG•11, SG•22, SG•27, SG•32, SG•60, 309c, UR•45, UR•55</p> <p>TE 6: 325e–325f, 335d–335e, 344– 345a, 345b–345c, 349b, 379a, SG•21, 466–467, WP•2–WP•3</p>

Writing 2.a.

SE 1: 70–71, 222–223, 276–277, 364– 365, 422–423 □ **SE 2:** 106–107, 344–345

TE 1: 49e–49f, 61d–61e, 70–71a, 71b– 71c, 77d–77e, 77p–77q, 131c □ **TE 2:** 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7 **TE 3:** 340–341a, 347e–347f, 357d– 357e, 364–365a, 371d–371e, 405e– 405f, 422–423a, 423b, 433e–433f, 443d–107c, 111d–111e **WP•7 TE 4:** 81b, 85e–85f, 95d–95e, 106–

107, 107a, 107b

TE 6: 335d–335e, 344–345a, 345b– 345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7

Writing 2.b.

SE 1: 70–71, 222–223, 276–277 **SE 2:** 344–345, 466–467

TE 1: 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q **TE 2:** 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 **TE 3:** 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d– 459e, WP•4–WP•5

TE 4: SG•12, SG•15, 85e–85f, 106– 107, 107a, 111d–111e **TE 5:** SG•36 **TE 6:** 325e–325f, 335d–335e, 344– 345a, 345b–345c, 349d–349e, 375b– 375c, 381d–381e, UR•15, WP•4–WP•5

Writing 2.c.

SE 2: 106–107, 344–345

TE 1: SG•73 **TE 2:** 223b–223c **TE 3:** WP•2, WP•6 **TE 4:** 85e–85f, 106–107a, 107b–107c, 111d–111e **TE 6:** 325e–325f, 344–345a, WP•7

Writing 2.d.

SE 1: 222–223, 364–365, 422–423 **SE 2:** 344–345

TE 2: 222–223a, 224c–224d, 283d– 283e, WP•7 **TE 3:** 347e–347f, 364–365, 415d– 415e, 422–423, 459p

TE 5: SG•36 □ **TE 6:** 325e–325f, 344–345, 349d– 349e, 375b–375c

Writing 2.e.

SE 1: 276–277 **SE 2:** 344–345

TE 1: 49e–49f, 77d–77e □ **TE 2:** 199e–199f, 276–277, WP•6
TE 6: 344–345, 349d, 379a, WP•6

SE 1: 70–71, 222–223, 276–277, 364– 365, 422–423 □ **SE 2:** 106–107, 344–345, 466–467

TE 1: 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q □ **TE 2:** 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c– 224d, 225a, 227d–227e, 227p–227q, SG•21, SG•28, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, WP•2– WP•3, WP•6–WP•7

TE 3: 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, SG•53, SG•59, SG•60, SG•64, 422–423, 433e–433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q, SG•69, UR•55 □ **TE 4:** 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e, UR•15, UR•25 **TE 5:** SG•11, SG•22, SG•27, SG•32, SG•60, 309c, UR•45, UR•55

TE 6: 325e–325f, 335d–335e, 344– 345a, 345b–345c, 349b, 379a, SG•21, 466–467, WP•2–WP•3

Writing 2.a.

SE 1: 70–71, 222–223, 276–277, 364– 365, 422–423 □ **SE 2:** 106–107, 344–345

TE 1: 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c □ **TE 2:** 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7 **TE 3:** 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–WP•7 **TE 4:** 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e

TE 6: 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7

Writing 2.b.

SE 1: 70–71, 222–223, 276–277 **SE 2:** 344–345, 466–467

TE 1: 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q □ **TE 2:** 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 **TE 3:** 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5

TE 4: SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e □ **TE 5:** SG•36 □ **TE 6:** 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5

Writing 2.c.

SE 2: 106–107, 344–345

TE 1: SG•73 □ **TE 2:** 223b–223c □ **TE 3:** WP•2, WP•6 □ **TE 4:** 85e–85f, 106–107a, 107b–107c, 111d–111e □ **TE 6:** 325e–325f,

344–345a, WP•7

Writing 2.d.

SE 1: 222–223, 364–365, 422–423 **SE 2:** 344–345

TE 2: 222–223a, 224c–224d, 283d– 283e, WP•7 □ **TE 3:** 347e–347f, 364–365, 415d– 415e, 422–423, 459p

TE 5: SG•36 □ **TE 6:** 325e–325f, 344–345, 349d– 349e, 375b–375c

Writing 2.e.

SE 1: 276–277 **SE 2:** 344–345

TE 1: 49e–49f, 77d–77e □ **TE 2:** 199e–199f, 276–277, WP•6

TE 6: 344–345, 349d, 379a, WP•6 443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
<p>Standards: Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to use effective technique, descriptive details, and clear event sequences when writing a narrative?	<p><i>Student will understand:</i></p> <ul style="list-style-type: none"> -How to introduce a narrator and/or characters; organize an event sequence that unfolds naturally in a real or imagined narrative. -How to apply dialogue and description to develop experiences and events or show the responses of characters to situations -How to use a variety of transitional words and phrases and sensory details. -How to bring closure to the narrative's essential problem. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Have students think of their favorite childhood memory. After brainstorming ideas, students use a story glove template (or other graphic organizer) to organize narrative by writing the memory on the palm, and on each finger writing character, setting, problem, solution and a moral. Students exchange papers with partners to invite partners to add details to improve drafts. Publish with illustrations. Create a mini-book.</i>
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a narrative Use transition words and sensory details Provide a conclusion to the narrative 		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard, students may: independently create a finished narrative with technique, details, and event sequences.</i></p> <p><i>*Be Sure to Address 21st Century Themes and Skills</i></p>	<p><u>21st Century Themes</u></p> <p><u>Read Tennessee</u></p> <p><u>Stone Soup</u></p>
Equipment Needed	<p>Reading Street 2012-2013 Alignment</p> <p>SE 1: 40–41, 102–103, 158–159, 338– 339, 394–395 □ SE 2: 44–45, 74–75, 158–159, 194– 195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, WP•2–WP•3, WP•6, WP•10</p> <p>TE 3: 319e–319f, 329d–329e, 338– 339a, 339b–339c, 375e–375f, 387d– 387e, 394–395a, SG•38, SG•43, UR•35, UR•45</p> <p>TE 4: 23e–23f, 44–45a, 45b–45c, 51d– 51e, 55e–55f, 67d–67e, 74–75, 75a, 75b–75c, 81d–81e, 143e–143f, 151d– 151e, 158–159a, 159b–159c, 165d– 156e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p>TE 5: 175e–175f, 192–193, 193a, 194– 195a, 203e–203f, 213d–213e, 220– 221a, 241d–241e, 248–249, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 308–309a, 315d, UR•25, UR•35</p> <p>TE 6: 385e–385f, 395d–395e, 406– 407a, 413d–413e, 413p–413q, SG•37, 417e–417f, 427d–427e, 438–439a, 447e–447f,</p>
<p>New Jersey Model Curriculum Objective 2013</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	

459d–459e, 466–467a, 473d–473e, SG•68, UR•45

Writing 3.a.

SE 1: 40–41, 102–103, 158–159, 338–339, 394–395 □ **SE 2:** 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467

TE 1: 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q, WP•4–WP•5

TE 2: 248–249, 249a □ **TE 3:** 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e □ **TE 4:** 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•4–WP•5 **TE 5:** 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e □ **TE 6:** 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a

Writing 3.b.

SE 1: 40–41, 132–133, 158–159, 338–339 □ **SE 2:** 44–45, 158–159, 194–195, 220–221, 308–309, 406–407, 438–439, 466–467

TE 1: 40–41, 41b–41c, 158–159 □ **TE 2:** 195i □ **TE 3:** 394–395a □ **TE 4:** 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7

TE 5: 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d □ **TE 6:** 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–

443q

Writing 3.c.**SE 1:** 304 **SE 2:** 280**TE 1:** 165d–165e, 165p–165q, WP•6– WP•7, WP•10 □ **TE 2:** 304–305 □ **TE 4:** 165d–165e**TE 5:** 195b, 227d–227e, 280–281, 308–309a, 315d □ **TE 6:** 459d**Writing 3.d.****SE 1:** 40–41, 102–103, 338–339 □ **SE 2:** 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407**TE 1:** 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10**TE 2:** 195d–195e, 232d, 250–251a, 255d–255e □ **TE 3:** 338–339a, 343p □ **TE 4:** 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e, WP•6 □ **TE 5:** 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p □ **TE 6:** 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d**Writing 3.e.****SE 1:** 132–133 **SE 2:** 44–45

TE 1: 31d–31e □ **TE 4:** 44–45a, 51d–51e, 158–159a, 165d–165e □ **TE 5:** 195b, 213e, 308–309, 315d **TE 6:** 427e, 443d, 459d, 466–467

Key: **SE=Student** Edition; **TE=Teacher’s** Edition; **SG=Small** Group 34 **UR=Unit** Review, **WP=Writing** Process

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do students develop the skill of writing clear and coherent writing?</i>	<i>Students will understand: The importance of clear and coherent writing with keeping task, purpose and audience in mind.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>Make an anchor chart using RAFT:</i> <p>Role of the Writer: Who are you as the writer? A movie star? The President? A plant?</p> <p>Audience: To whom are you writing? A senator? Yourself? A company?</p> <p>Format: In what format are you writing? A diary entry? A newspaper? A love letter?</p> <p>Topic: What are you writing about?</p> <i>Use a checklist and rubric to determine if task, audience, and purpose are addressed.</i> <i>Peer edit for increasingly complex sentence structure and syntax to express ideas.</i>
Content Statements		
Students will be able to: Produce a clear and coherent writing.		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> Produce a writing product demonstrates clarity of organization and development of writing *Be Sure to address 21 st Century Themes		Rubistar Read Tennessee 21st Century Themes

Equipment Needed	
<ul style="list-style-type: none"> • Rubrics • Student Samples 	<p style="text-align: center;">Reading Street 2012 Alignment</p>
<p style="text-align: center;">New Jersey Model Curriculum 2012</p>	<p>SE 1: 40–41, 70–71, 102–103, 132– 133, 158–159</p>
<p><i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i></p>	<p>TE 1: 23e–23f, 31d–31e, 40–41a, 41b– 41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d– 109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b– 133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69</p> <p>TE 2: 175e–175f, 183d–183e, 190– 191a, 195p–195q, 223b–223c, 227d– 227e, SG•22, SG•27, SG•32, 231e– 231f, 241d–241e, 250–251a, 255p– 255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69 TE 3: 339b–339c, 343d–343e, 357d– 357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b– 423c, 429p–429q, 452–453, 453a, UR•15 TE 4: 23e–23f, 51p–51q, 81p–81q, SG•22, SG•27, SG•32, 85e–85f, 95d–95e, 106–107, 107a, 111d–111e, 111p–111q, 132–133, 133a, 151d– 151e, 159b–159c, 165d–165e, 165p– 165q TE 5: 199p–199q, 213d–213e, 227p– 227q, 231e–231f, 241d–241e, 248– 249, 249a, 249b–249c, 255d–255e, 255p–255q, SG•39, SG•43, SG•48, 287p–287q, 315p–315q, SG•71, SG•74, WP•8–WP•9, WP•10 TE 6: 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q, UR•25, UR•55</p>

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command language standards 1-3 up to and including grade 4 on pages 28 and 29)</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can support from peers and adults develop skills and strategies as writers?</i>	<p><i>Students will understand:</i></p> <p>Writing requires planning, revising and editing.</p> <p>Support can from others.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Participate in teacher/student writing conferences and use feedback to revise, edit and improve individual writing pieces. (Refer to <u>Writer's Workshop</u>) • Use rubrics and checklists to evaluate writing (Refer to Rubric section) • Develop peer editing groups to provide constructive feedback to strengthen original writing samples.
Content Statements		
<p><i>Students will be able to:</i></p> <p><i>Plan, revise and edit individual writing samples with peer and adult support.</i></p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: Produce a product that demonstrates strengths in planning, revising and editing with few errors. *Be sure to address 21st Century Themes and Skills</p>		<p>21st Century Themes</p> <p>Rubrics</p> <p>stone soup</p>

	Brainpop Reading is Fundamental
Equipment Needed	Reading Street 2012-2013 Alignment
<ul style="list-style-type: none"> • Rubrics • checklists • student samples, • computer 	<p>SE 1: 40–41, 70–71, 102–103, 132– 133, 158–159</p> <p>TE 1: 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•15, 77d–77e, 77p–77q, 103b–103c, 109d–109e, 137d–137e, 158–159, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 2: 227d–227e, 255d, 255p–255q, 283d–283e, 283p–283q, 305a, 305b– 305c, 309b, 309d–309e, 309p–309q, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p>TE 3: 339b–339c, 343d–343e, 371d– 371e, 401d–401e, 401p–401q, 429d– 429e, 452–453, 453a, 459p–459q, SG•79, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p>TE 4: 51d–51e, 51p–51q, 55b, 67d– 67e, 73d, 81d–81e,</p>
NJ Model Curriculum	
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	

111d–111e, 111p– 111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q, WP•2–WP•3, WP•4– WP•5, WP•6–WP•7, WP•8–WP•9 □ TE 5: 199p–199q, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 255d– 255e, 255p–255q, 287d–287e, WP•2– WP•3, WP•4–WP•5, WP•8–WP•9, WP•10 □ TE 6: 325b, 349d–349e, 349p–349q, 363d–363e, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 443d–443e, 467b–467c, 473p–473q, WP•6–WP•7, WP•8–WP•9

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do students utilize technology to become published authors?</i>	<p><i>Students understand:</i></p> <p><i>Writing is intended for different purposes and audiences to share.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Participate in a Technology related arts class • Use digital tools (classroom computers) to publish revised writing pieces demonstrating technological expectations. Create class schedule for computer use • Students transfer revised writing to pieces to sharing websites.
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Produce and publish writing using technology to interact and collaborate with others. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may: Complete an original writing sample to publish and share using technology.</i></p> <p><i>*Be Sure to address 21st Century Themes and Skills</i></p>		<p><u>stone soup</u></p> <p><u>Google Docs</u></p> <p><u>21st Century Themes</u></p>
Reading Street 2012 Alignment		

Equipment Needed	
<ul style="list-style-type: none"> • Computer • Internet • access to websites 	<p>TE 1: 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10 □ TE 2: 255b, 278c–278d, 278–279a, WP•9, WP•10</p>
New Jersey Model Curriculum Objective 2013	
<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>TE 3: 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10 TE 4: 51b, 134c–134d, 165b, WP•9, WP•10</p> <p>TE 5: 301b, 315b, WP•9, WP•10 □ TE 6: 349b, 437c–437d, 471a, WP•9, WP•10</p>

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How can using research broaden ones knowledge of a subject?</i>	<p><i>Students will be able to understand:</i></p> <p><i>Knowledge of a topic is deepened through the use of research.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Select topics to investigate. With selected topics organize research with KWL charts. Students state problems in question form research plans to organize the investigations. Students use an assortment of tools including the internet, school and public library, and textbooks to research the subject.</i>
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>Conduct a short research project.</i> <i>Investigate using a variety of resources.</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may: build the writing portfolio and complete research on a specific topic (e.g., Delaware Indian Tribe).</i></p> <p><i>*Be Sure to address 21st Century Themes and Skills</i></p>		<p><u>Mrs. Renz</u></p> <p><u>21st Century Themes</u></p> <p><u>Google Docs</u></p>

	<u>Kids Research</u>
Equipment Needed	Reading Street Alignment
<ul style="list-style-type: none"> • Computers • access to the library 	<p>TE 1: 23b, 31b, 39d, 45b, 45n, SG•13, SG•14, SG•15, 49b, 61b, 69d, 77b, 81b, 101d, 109b, SG•48, 113b, 123b, 131c, 131d, 137b, SG•63, SG•64, 141b, 151b, 157d, 165b, SG•80</p> <p>TE 2: 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79</p> <p>TE 3: 319b, 329b, 337c, 337d, 343b, SG•12, SG•13, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, SG•44, SG•45, SG•48, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b, SG•77, SG•78</p> <p>TE 4: 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77</p> <p>TE 5: 175b, 185b, SG•12, 203b, 213b, SG•28, SG•29, SG•30, 231b, 241b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 259b, 269b, 291b, SG•76, SG•77</p> <p>TE 6: 325b, 335b, SG•12, SG•13, SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p>

Domain: <i>Strand: Writing;</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to gather information from a variety of sources?</i>	<i>Student will be able to understand:</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• Create a graphic organizer labeled Topic, Sources, and Information learned to record information relevant to research topics.</i> <i>• Students record essential information on index cards and note multiple, yet varied sources. Students group cards to categorize information.</i>
Content Statements	<i>Note taking from a variety of sources (e.g., materials read, media sources, and personal experiences) helps to develop ones writing eventually leading to a more developed product.</i>	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>• Use personal experiences to develop ideas for writing.</i> <i>• Research ideas from print and digital sources for writing.</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i> <i>Demonstrate note taking as part of the writing process.</i> <i>*Be sure to address 21st Century Themes and Skills</i></p>		<p><u>21st Century Themes</u></p> <p><u>yahoo</u></p> <p><u>Brainpop</u></p>

	Reading Street 2012 Alignment
Equipment Needed	SE 1: 156, 220, 336, 450
graphic organizer index cards computer internet resources	TE 1: 31b, 39d, 45b, SG•14, SG•15, 61d–61e, 69c, SG•18, SG•29, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b, WP•4–WP•5 TE 2: 175b, 183b, 189d, 195b, SG•13, 199b, 211b, 220–221, 227b, SG•28, SG•29, 231b, 241b, 249d, 255b, 259b, 267b, 275d, SG•62, 297b, 303d, 309b TE 3: 336–337, 343b, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b, SG•79, WP•4–WP•5
New Jersey Model Curriculum Objective 2013	
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	TE 4: 23b, 35b, 43d, 51b, SG•16, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b, WP•2–WP•3 TE 5: 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79 TE 6: 335b, 343c, 343d, SG•6, SG•11, SG•14, SG•15, 363b, 373d, SG•30, 395b, 405d, 413b, SG•46, 437d, 443b, SG•62, SG•63, 459b, 465c, 465d, 473b, SG•76, SG•77, WP•2–WP•3, WP•4–WP•5

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>Draw evidence from literary or informational text to support analysis, reflection, and research.</i> <i>a) Apply grade four reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text {e.g., a character's thoughts, words, or actions}").</i> <i>b) Apply grade 4 reading standards to informational text (e.g., "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>How can analyzing text help to answer higher order thinking questions?</i>	<i>Students should be able to understand:</i>	<i>To assist in meeting this standard, students may:</i>
Content Statements	<i>Information for writing comes directly from referring back to fiction and nonfiction text.</i>	<ul style="list-style-type: none"> <i>Refer back to the text to answer open-ended type questions. Teacher should model this multiple times throughout the school year and introduce various types of graphic organizers.</i>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <i>answer higher order thinking questions by referencing text for analysis, reflection, and research.</i> 		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: Answer open-ended typed questions through writing by referring back to text. Students should use examples from a text to</i>		<u>Mrs. Renz</u>

<p><i>support answers.</i> <i>*Be sure to address 21st Century Themes and Skills</i></p>	<p><u>Department of Education</u></p>
<p>Equipment Needed</p>	<p>Reading Street 2012</p>
<p>-Grade level text (both fiction and non-fiction)</p>	<p>SE 1: 38, 68, 100, 130, 156, 220, 248, 274, 302, 336, 362, 392, 420, 450 SE 2: 42, 72, 104, 130, 156, 192, 218, 246, 278, 306, 342, 372, 404, 436, 464</p>
<p>New Jersey Model Curriculum Objective 2013</p>	<p>TE 1: 38–39a, 68–69a, 100–101a, 107a, SG•46, 130–131a, SG•54, SG•55, SG•59, SG•64, 156–157, 157a TE 2: 188–189a, 220–221a, 221c, 248–249a, 274–275a, 283e, 302–303a, 303d</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>TE 3: 336–337a, 337c, 362–363a, 363c, 392–393, 393a, 420–421a, 450–451a TE 4: 42–43a, 72–73a, 104–105a, 130–131a, 156–157a TE 5: 192–193, 218–219a, 227e, 246–247a, 255b, 278–279a, 306–307a TE 6: SG•12, SG•13, 342–343, 353e–353f, 363d–363e, 372–373a, 373, 374–375, 375a, 404–405a, 436–437a, 464–465a</p> <p><u>Writing 9.a.</u></p> <p>SE 1: 38, 68, 100, 130, 188, 220, 248, 392, 450 SE 2: 42, 156, 246, 306, 404, 436</p> <p>TE 1: 38–39a, 42c–42d, 68–69, 100–101, 130–131a TE 2: 188–189a, 220–221a, 248–249 TE 3: 362–363a, 392–393, 450–451a TE 4: 45b–45c, 156–157a</p> <p>TE 5: 227d–227e, 306–307a TE 6: 404–405, 436–437, 443p–443q</p>

Writing 9.b.

SE 1: 156, 274, 302, 336, 362, 420 **SE 2:** 72, 104, 130, 192, 218, 278, 342, 372, 464

TE 1: 72-73, 73a, 156-157 **TE 2:** 274-275, 302-303a **TE 3:** 336-337, 362-363a, UR•15 **TE 4:** 72-73, 104-105, 130-131 **TE 5:** 192-193, 218-219, 246-247a, 278-279 **TE 6:** 342-343a, 372-373, 464-465

Domain: <i>Strand: Writing</i>		
Cluster: <i>Grade 4</i>		
Standards: <i>Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>In what ways, does writing vary when given different amounts of time?</i>	<i>Students will understand:</i>	<i>To assist in meeting this standard, students may:</i>
Content Statements	<i>Writing is for different purposes (e.g., testing, research, communication)</i>	<ul style="list-style-type: none"> Practice writing for State Testing according recommended time allowed. <ul style="list-style-type: none"> -Give students both expository (informative) and speculative prompts -Practice pacing: Hand out different prompts to students and give them 5 minutes to brainstorm. Stop students, have them swap and give them 3 minutes to brainstorm the new prompt. Practice brainstorming for 3 minutes with multiple prompts. -Practice responding to writing prompts while teacher posts time count-down on the board (Use the time allowed for NJASK) Use a specific time frame for researching a topic with more than two sources. (e.g., a month long research paper on a local river.) <ul style="list-style-type: none"> -Include deadlines to help students pace themselves in the research process Compare and contrast how long it takes to write a proper friendly letter as compared to an email.
<i>Student will be able to:</i> <ul style="list-style-type: none"> Complete writing assignments according to different time frames. 	<i>The necessary amount of time varies according to different tasks.</i> <i>Audience of the writing samples changes according to the task at hand.</i>	

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard, students may: Write according to specific State recommended time frames for Speculative or Expository/Explanatory writing.</i></p> <p><i>*Be Sure to add 21st Century Themes and Skills</i></p>	<p>readwritethink Department of Education</p>
Equipment Needed	Reading Street 2013 Alignment
<p>Review released samples of New Jersey State Assessments</p> <ul style="list-style-type: none"> <u>Time keeping tools.</u> 	<p>SE 1: 24–25, 38, 40–41, 43</p>
New Jersey Model Curriculum Model 2013	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TE 1: 23b, 23e–23f, 24–25, 31d–31e, 38–39, 40–41, 41b–41c, 42–43a, 45b, 45d–45e, 45p–45q, SG•12, SG•31, SG•46, SG•48, 113e–113f, SG•63, SG•64, 151d–151e, SG•80, UR•10, UR•35, UR•45, U•54</p> <p>TE 2: 175e–175f, 183d–183e, SG•5, 220–221, 221a, SG•27, SG•28, 231e–231f, 250–251, 251a, 251b–251c, SG•37, 259e–259f, 297d–297e, 309b, 313a, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>TE 3: 371b, 371d–371e, 375e–375f, 394–395, 395a, 395b–395c, 401p–401q, SG•44, 415d–415e, 443d–443e, 450–451, 451a, 451d, 452–453, 453a, 459d–459e, 459p–459q, 463a, UR•15 TE 4: 23e–23f, 55e–55f, 67d–67e, 74–75, 75a, 81p–81q, 85e–85f, SG•37, SG•47, 139d–139e, SG•64, 151d–151e, 158–159, 159a, 168–169, 169a, UR•15, UR•35, UR•45, UR•55</p> <p>TE 5: 194–195, 195a, SG•16, 203e–203f, 213d–213e, SG•31, SG•47, 269d–269e, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 315p–315q, SG•74</p> <p>TE 6: 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, SG•2, SG•11, SG•15, 353e–353f, 413b, 443p–443q, SG•58</p>

