ACAP
Alabama Comprehensive Assessment Program
SUMMATIVE

Grade 4
English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

DATA RECOGNITION
DRC
CORPORATION

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Introduction

The *Alabama Instructional Supports: English Language Arts* is a companion to the 2016 *Revised Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the *Alabama Course of Study* content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website: https://www.alabamaachieves.org/. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard's instructional support includes a statement of the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2016 *Revised Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase "Students will _____."

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills students should know by the end of high school.

The **Reading** standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also ensured through the requirement that students read increasingly complex texts.

The **Writing** standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades while using increasingly demanding content and sources. To meet these goals, students must devote significant time and effort to

writing. Students must produce numerous pieces, over short and extended time frames, that are integrated across all curricular areas.

The skills developed through the **Language** standards require attention to conventions of standard English, language, and vocabulary. As with all content domains, the Language standards are cumulative, building throughout the years with increased sophistication and complexity.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that learners should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standards and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2016 *Revised Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard.

Key Academic Terms

These academic terms are derived from the standards and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

Reading

RL.4.1

Reading Standards for Literature
Key Ideas and Details
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Instructional Outcomes

- Engage in close reading to comprehend complex literary texts.
- Identify details and examples that explain what the text says explicitly about the characters, setting, plot, and theme.
- Identify details and examples that provide clues about what the text says implicitly about the characters, setting, plot, and theme.
- Differentiate between explicit ideas and textual clues that can be used to draw inferences about the implicit meaning of the text.
- Connect explicit details and examples with textual clues to draw inferences.

Guiding Questions and Instructional Activities:

What is the difference between explicit and implicit ideas in a text? What is an inference?

1. Students have been introduced in the past how to refer explicitly to the text, but this is the first time in which *inference* is introduced. Select a text that has several examples of explicit ideas. Ask students questions that require them to refer to the text. Have students put their fingers on the place in the text where the answer is found. Explain that sometimes the text will state things explicitly. This means that students can put their fingers on the answer in the text because it is "right there." Provide students with examples of texts that explicitly state ideas (e.g., "Martin was disappointed to learn he had not made the first team in soccer."). Identify a reading text that will support three to five questions about what the text says explicitly. Have students practice answering those questions independently while quoting text accurately to support their answers.
2. Introduce the concept of inferring. Provide students with clues about something familiar to them and have them make an inference, like the following:

Graphic Organizer: Inference Clues

Clues
• Four legs • Fur • Wet nose • Can have floppy, pointy, short, or long ears • Different kind of tails • Likes bones • Likes walks • "Man's Best Friend"

Explain to students that sometimes the answer to a question or the support to explain a text will not be stated explicitly. Provide students with examples of texts that implicitly suggest ideas (e.g., "Martin stared at the team lists in disbelief, a pit growing in his stomach."). Have students practice making inferences (e.g., Where Am I? Who Am I?). Lead a classroom discussion about the inferences that students have made.

Why are some details and examples more important than other details? How do you determine which details and examples in a text are important? How are important details and examples used to determine what the text says explicitly and implicitly?

1. Identify a short reading text that will support literal and inferential questions about what the text says both explicitly and implicitly. Have students work in small groups or pairs to read the text. Provide a list of questions that will require students to find explicit answers or implicit answers. Share an anchor chart about literal vs. inferential thinking (e.g., Literal vs. Inferential). Explain to students that they should read each question and then go through the text and look for the answer. If they can find the answer, they should underline it in the text. These are literal questions. Remind students that this is explicit support from the text. For the questions that do not have explicit answers, have students use a graphic organizer (e.g., Making Inferences, Drawing Conclusions) to organize information from the text. These are inferential questions, where students will have to make inferences. Tell students they will need to identify textual clues to support the answer to the question. Have students practice using a sentence frame to organize their answers such as "I think *XYZ* because the text states _____. It also states _____. This supports my conclusion because _____."

   Lead a classroom discussion about the responses, modeling how to refer to the text while monitoring how students have responded. Clarify any misconceptions about how to use the text when answering literal and inferential questions about the text.

2. Have students read longer literary texts. Provide students with prompts that require them to use the text to answer literal and inferential questions with explicit and implicit details. Have students practice using a combination of both types of details when responding to prompts when writing and speaking. Make sure that students are referring to the text when answering.

Key Academic Terms:

literary text, details, explicit details, implicit details, inferences, textual clues, draw inferences, literal questions, inferential questions

Additional Resources:

"Using Literature to Teach Inference across the Curriculum" by Bintz et al. (pdf available online at https://secure.ncte.org/library/NCTEFiles/Resources/Journals/VM/0201-sep2012/VM0201Using.pdf)

Reading Rockets: Inference

Making Inferences

How to Teach Literal vs Inferential Questions Video

Spotlight on Literal and Inferential Questions

RL.4.2

Reading Standards for Literature
Key Ideas and Details
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Instructional Outcomes

- Engage in close reading to comprehend complex literary texts, including stories, dramas, and poems.
- Identify the characteristics of a theme and how themes differ from central messages in stories, dramas, and poems.
- Identify details and examples that show the theme(s) of the story, drama, or poem.
- Identify the characteristics of a summary and explain how to develop summaries using general details from a story, drama, or poem.
- Select details that summarize stories, dramas, and poems.
- Summarize the text.

Guiding Questions and Instructional Activities:

What is a theme? How are details from the text used to determine the theme of a story, drama, or poem? How can connecting details and examples from a text help determine the theme?

1. Introduce the meaning of the term *theme*. Present theme as one or two words that describe the underlying idea, moral, message, or lesson of a text. Lead a discussion about the themes from popular culture (e.g., current movies, popular fiction, television shows). Have students brainstorm common themes and create a list to be posted in the classroom (e.g., Scholastic: Common Themes in Literature).
2. Select a short literary text (e.g., story, drama, poem) that will support students determining a common theme. Lead a reading of the short literary text. Lead a discussion where students identify details that provide clues to determining a theme. Explain to students that they should pay attention to the characters and events in the story or drama or what the

speaker says in the poem. Collect and organize the theme and textual evidence to post in the classroom.

3. Help students select a longer literary text (e.g., story, drama, poem). As students read sections of the text, have them use graphic organizers (e.g., Searching for a Theme) to help determine the theme of the text.

What is a summary? How do you determine which key details to include in a summary?

1. Introduce the meaning of the term *summary*. Explain to students that a well-written summary shares the central idea and a brief description of the events, but it does not focus on minute details. Select a short literary text. Lead a reading of the text with students, discussing how to determine the central idea and important plot points. As a class, write a brief model summary of the text, pointing out that a summary provides an overview of the text, but it does not need to include tiny details.
2. Create several examples of textual summaries about texts students have read. In some of the summaries, include too much detail. In others, omit important details. Have students work in small groups or pairs to read each summary and determine its problems. Have students revise each summary to correct the problems. Lead a classroom discussion and review student revisions. Discuss the qualities of effective summaries.
3. Help students select a longer literary text (e.g., novel, longer short story). As students read sections of the text, have them use a journal or complete a task (e.g., Sum It Up) to collect and organize ideas about the central idea. Have each student use these ideas to write a summary. Have each student share the summary with a partner or a small group.

Key Academic Terms:

literary text, theme, summary, details, examples, textual clues, story, drama, poem, novel, draw inferences, plot points

Additional Resources:

Literary Devices: Definition and Examples of Literary Terms

Read*Write*Think: The Literary Element of Theme

Scholastic Grades 4-5: Teaching Themes

31 Universal Themes in Children's Literature - Jean Hall

Scholastic: Identifying Theme

Scholastic: Finding the Message: Grasping Themes in Literature

Reading Rockets: Summarizing Lesson

RL.4.3

Reading Standards for Literature
Key Ideas and Details
RL.4.3 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).

Instructional Outcomes

- Engage in close reading of complex stories and dramas.
- Identify particular details within the text that can be used to describe characters in depth.
- Identify key descriptions of characters within the text, using them to help develop detailed descriptions of each character.
- Explore how the plot is affected by the characters in the setting.
- Identify particular details within the text that can be used to describe the setting in depth.
- Use specific details to develop detailed descriptions of the setting.
- Identify particular details within the text that can be used to describe plot events.
- Explore how the characters and setting help to shape plot events.

Guiding Questions and Instructional Activities:

How do you determine which details about a character are important to note? How can a character's thoughts, words, or actions be used to understand the character?

1. Review how to describe characters. Students have been taught how to understand what characters say and think since first grade, but students will need to be taught how to describe a character in depth based on the character's thoughts, words, and actions. Select a short literary text that has several well-developed characters in it. Lead a reading of the text. Use a graphic organizer (e.g., Inferring Character Traits), and model how to highlight details that provide an understanding of a character's words. Repeat this process using the thoughts and actions of the same character. Through a class discussion, work together to write a character summary.

2. Select a short story with strong character development. Tell students that they will be choosing a character to describe in depth. Have students work individually, in small groups, or in pairs to read the story, highlighting important character details as they read. Lead a classroom discussion about the character. Provide students with a list of common character traits (e.g., Character Traits). Have students select a trait that describes the character. Model for students how to use textual evidence to support the trait they selected. Prompt students to use a sentence frame to describe the character such as "The character *XYZ* is _____. I know this because in the text it says _____ and _____."
3. Have students read a longer literary text and select a character to describe in depth, based on the character's thoughts, words, and actions. As students read a section, have them note textual evidence about the character. Have students respond to a prompt in writing such as "How would you describe your character? What character trait does this character have?" Use textual evidence to support your answer."

How do you determine which details about a setting are important to note? How can particular details and descriptions about a setting be used to understand it?

1. Review how to describe setting. Students will need to review how to use textual evidence to describe a setting in depth. Select a short literary text that has a well-defined setting. Lead a reading of the text and use a graphic organizer to model how to highlight details that provide an understanding of a setting.

Graphic Organizer: Setting

Setting	
Where does it happen?	Textual Evidence:
When does it happen?	Textual Evidence:

2. Select a short story or drama with a well-defined setting. Tell students that they will be analyzing the setting. Have students work individually, in small groups, or in pairs to read the text, highlighting important setting details. Lead a classroom discussion about the setting. Have students practice using a sentence frame when discussing the setting such as "The setting is _____. I know this because in the text it says _____ and _____."
3. Have students read a longer literary text and describe the setting. As students read a section, have them complete a graphic organizer like the one above. Have students respond to a prompt in writing such as "What is the setting? How do you know based on details and description? Use textual evidence to support your answer."

What is a plot event? How do you determine which details about plot events are important to note? How can particular details about plot events be used to understand the plot?

1. Review what a plot event is. Students were introduced to plot events beginning in third grade, but they will need to review how to describe an event based on textual evidence. Select a short literary text that has clear, important events. Lead a reading of the text. Use a graphic organizer (e.g., Story Mapping History Frame), and model how to highlight details that provide an understanding of the events.
2. Select a short story or drama with clear descriptions of events. Tell students that they will be analyzing an event from the text. Have students work individually, in small groups, or in pairs to read the story, highlighting important event details as they read. Lead a classroom discussion about the event. Model for students how to use a graphic organizer (e.g., Story Map 1) to determine important events and how they relate to the characters and setting.
3. Have students read a longer literary text and select a plot event to describe. As students read a section, have them complete a graphic organizer like the one used in Step 1. Have students respond to a prompt in writing such as "Which event in the story was the most important to the plot? Why was the event important? Use textual evidence to support your answer."

Key Academic Terms:

literary text, stories, dramas, characters, setting, plot event, events, describe

Additional Resources:

Event/Story Pyramid

Characterization

Character Examination

Introduction to Character and Setting

Grade 4-5: Story Elements

RL.4.4

Reading Standards for Literature
Craft and Structure
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

Instructional Outcomes

- Engage in close reading to comprehend complex literary texts.
- Identify unknown words and phrases in a text.
- Identify common words from mythology.
- Use context to determine meanings of unknown words, particularly those with mythological origins.
- Describe significant characters found in mythology that relate to common words.
- Examine how the characteristics of significant characters found in mythology relate to the meanings of common words.

Guiding Questions and Instructional Activities:

How can you use context clues to help define the meaning of words and phrases in a text?

1. Students learn about using context beginning in first grade but will need to review the concept. Explain to students that there are often clues to the meanings of unknown words and phrases in the text before and after the unknown text. Share with students that context can be used to find word meaning (e.g., Context Clues: 5 Fun Activities to Boost Vocabulary Development). Select or create a text that will allow students to use context to figure out meanings of words and phrases. Model for students how to use context to determine the meaning of the words and phrases in the text.
2. Select a text that contains many examples of words with context. Have students work independently, in small groups, or in pairs to practice using context to determine the meaning of unknown words and phrases, particularly those with mythological allusions

(e.g., *Achilles' heel*). Once students have completed the activity, lead a discussion about their findings.

3. As students read independently, have students note two or three unknown words or phrases in the text selection. Have students attempt to use context to find their meaning. In a journal (digital or physical), have students note the word or phrase, the sentence in which the word or phrase is found, context that helps denote the meaning, and their predicted meaning. Students should double-check their answer using a dictionary or credible online resource.

What is mythology? What common words come from mythology? How does knowledge about mythology help give clues to the meaning of words that allude to significant mythological characters?

1. Introduce to students what an allusion is and why authors sometimes use allusions to enrich their writing. Present a slideshow or video to introduce the concept of allusion (e.g., Allusions). Introduce common mythological allusions found in popular culture (e.g., Greek Allusions in Everyday Life). Have students brainstorm other allusions to mythology that they may know and record them on an anchor chart (e.g., Allusions to Greek Mythology). Provide examples of text that use allusions to Greek mythology (e.g., Practice Defining Allusions). Have students practice defining these allusions using the information in the anchor chart and context. Lead a discussion about the meaning of each allusion.
2. Select or create a short literary text with two or three mythological allusions. Have students work independently, in small groups, or in pairs to practice using prior knowledge about mythology and context to determine the meaning of the mythological allusions. Once students have completed the activity, lead a discussion about their findings.
3. Have students read independently and note any mythological allusions in the text selection. Have students attempt to use context to find the meaning of a word or phrase that is an allusion. In a journal (digital or physical), have students note the word or phrase, the sentence in which the allusion is found, context that helps denote the meaning, and the predicted meaning. Have students use classroom references to find the myth that is the source of the allusion. Students should double-check their answers using what they uncover about the myth.

Key Academic Terms:

mythology, allude, allusion, context

Additional Resources:

Words that Allude to Characters in Greek Mythology (available online at https://docs.google.com/presentation/d/1UhcY5oUmogOPkbbQp2zpJekqMcYx5ihfFi4Q0bVHgVs/edit?rm=minimal#slide=id.p4)

Mythological Allusions

Allusions to Greek Mythology

Common Allusions to Greek and Roman Mythology

RL.4.5

Reading Standards for Literature
Craft and Structure
RL.4.5 Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Instructional Outcomes

- Engage in close reading of poems, dramas, and prose.
- Identify the characteristics of poems.
- Define and describe the role of verse, rhythm, and meter in poems.
- Identify the characteristics of dramas.
- Define and describe the role of casts of characters, settings, descriptions, dialogue, and stage directions.
- Compare poems, dramas, and prose to one another, using references to structural elements of each genre to distinguish between each.

Guiding Questions and Instructional Activities:

What is a poem? What are structural elements of poems (e.g., verse, rhythm, meter)?

1. Students learn about poems beginning in first grade but will need to review the characteristics of poetry. Lead students in a discussion about poetry, asking questions such as “How do you know when you are reading a poem?” and “What are the characteristics of a poem?” Record student answers, making sure to note comments students make about verse, rhythm, and meter.

2. Select a short poem that has a regular rhyme scheme and meter and clearly defined lines. Use the anchor chart to introduce these terms.

Anchor Chart: Terms of Poetry

Verse	a line of a poem
Rhythm	the sound and feel of a poem created by a pattern of syllables
Meter	rhythmic patterns of stressed and unstressed syllables in poetry

Share the poem with the class. Lead a discussion where students identify the verse, rhythm, and meter of the poem.

3. Select two short poems. Have students work independently, in small groups, or in pairs to draw conclusions about each poem's verse, rhythm, and meter. Once students have completed the task, lead a discussion about their findings.

What is a drama? What are structural elements of dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions)?

1. Students learn about drama beginning in third grade but will need to review the characteristics of dramas. Lead students in a discussion about dramas, asking questions such as "How do you know when you are reading a drama?" and "What are the characteristics of a drama?" Record student answers, making sure to note comments students make about characters, settings, descriptions, dialogue, and stage directions.
2. Select a short drama that has a cast of one or more characters, a setting, a description, dialogue, and stage directions. Review the elements of a drama (e.g., 5 Elements of Drama video). Lead a discussion where students identify the characters, setting, description, dialogue, and stage directions.
3. Select another short drama. Have students work independently, in small groups, or in pairs to determine the drama's cast of characters, setting(s), descriptions, dialogue, and stage directions.
4. Select a readers' theater text that has at least two different characters with different points of view. Have students prepare and practice the readers' theater text to include speaking in a different voice for each character. Have students perform the readers' theater text. Lead a discussion about the characters' points of view in the readers' theater text.

What is prose? How do poems, dramas, and prose differ from each other? How do the structural elements unique to poems and dramas help contribute to their differences?

1. Review with students what they have learned about poetry and dramas. Introduce the concept of prose (e.g., Elements of Prose). Share a presentation that discusses the differences between prose, poetry, and dramas (e.g., Prose vs. Drama vs. Poetry).
2. Select short examples of prose, poetry, and drama about the same topic. Have students work independently, in small groups, or in pairs to read each example. When looking at the poem, students should draw conclusions about the verse, meter, and rhythm of the poem. When looking at the drama, students should note details about the characters, settings, descriptions, dialogue, and stage directions. Have students compare the three examples. Lead students through a discussion about their findings.

Key Academic Terms:

literary text, poem, drama, prose, structural element, verse, rhythm, meter, cast of characters, settings, descriptions, dialogue, stage directions, genre, compare, contrast, speak, write

Additional Resources:

Elements of Poetry

Structure of Poetry

Rhythm in Poetry

Meter in Poetry

Elements of Drama

Compare Genres: Prose, Poetry, and Drama Practice

Poetry and Prose

Poetry and Prose: What's the Difference?

Difference Between Prose and Poetry

RL.4.6

Reading Standards for Literature
Craft and Structure
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Instructional Outcomes

- Engage in close reading to comprehend complex literary texts.
- Identify the narrator in texts.
- Define first-person and third-person point of view by exploring the characteristics of each.
- Contrast first-person and third-person narrations and distinguish between the two in text.
- Explain how to identify first-person and third-person point of view in the text.
- Identify the point of view in texts read.

Guiding Questions and Instructional Activities:

What is point of view? What is a narrator? How is point of view identified in a text?

1. Review the concept of point of view with students (e.g., Compare Points of View). Remind students that by determining the point of view, they will understand who is telling the story. Review the concept of a narrator with the students. Share several short examples of literary text and lead a whole class discussion about the narrator in each text. Model for students how to identify the narrator, and explain that by determining the narrator, students can determine the point of view of the text.
2. Select two or three short literary texts with different narrators. Have students work independently, in small groups, or in pairs to determine the narrator of each text. Once students have completed the task, lead a discussion about their findings.
3. As students read longer texts independently, have them note textual evidence that shows the narrator of the text. Have them answer a prompt such as “Who is narrating this text? Use textual evidence to support your answer.”

What is first-person point of view, and what are its characteristics? What is third-person point of view, and what are its characteristics? How do you distinguish between first-person and third-person point of view?

1. Remind students that literature is usually written in one of the following points of view: first person, third person omniscient, third person limited, or third person objective. Share a flow chart that students can use to determine a narrator's point of view (e.g., Narrator's Point of View Flow Chart). Share one-paragraph excerpts of literary text, and model how to use the flow chart to determine the narrator's point of view. Lead a discussion about how a narrator's point of view influences the way the events are described.
2. Select excerpts from several short literary texts (e.g., short story) that represent each of the types of point of view. Have students work individually, in small groups, or in pairs to look for clues about the point of view of each narrator. Have students use the anchor chart to record at least three pieces of textual evidence that support their conclusions about each text's point of view.

Anchor Chart: Point of View and Textual Evidence

Title of Selection	Narrator	POV Evidence #1	POV Evidence #2	POV Evidence #3	POV Conclusion

Once students have completed the chart, have them present their findings to the class and discuss their conclusions. Students should answer using a sentence frame such as "I think the point of view of _____ is _____. Some textual evidence that supports this is_____."

3. As students read longer texts independently, have them note textual evidence that shows the narrator's point of view. Have them answer a prompt such as "What is the point of view of the narrator? Use textual evidence to support your answer."

Key Academic Terms:

compare, contrast, literary text, narrator, point of view, first-person point of view, third-person point of view, characteristics

Additional Resources:

ReadWorks Point of View lesson

Mentor Texts: Point of View

Point of View

Point of View: Who Is Telling the Story?

5 Easy Activities for Teaching Point of View

RL.4.8

Reading Standards for Literature
Integration of Knowledge and Ideas
RL.4.8 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Instructional Outcomes

- Identify pairs or groups of complex texts that include stories, myths, and traditional literature from different cultures, particularly those that have similar themes, topics, and patterns of events.
- Engage in close reading of pairs or groups of stories, myths, and traditional literature from different cultures.
- Define the characteristics of a theme and a topic.
- Identify and explain similar themes and topics that are found across stories, myths, and traditional literature from different cultures.
- Define the characteristics of similar patterns of events.
- Identify and explain patterns of events that are found across stories, myths, and traditional literature from different cultures.

Guiding Questions and Instructional Activities:

What is a theme? What is a topic? How do you determine a pattern of events in stories, myths, and traditional literature?

1. Students learn about themes and topics beginning in third grade. If necessary, review how to identify the theme and topic of a literary text. Explain to students that the topic is the subject of the text, and the theme is the central idea or message.
2. Introduce the concept of *pattern of events*. Explain to students that a pattern of events is the way actions happen in a story. Explain to students that some stories will follow the same pattern of events. Select a short story that follows a common pattern of events (e.g., hero's quest, trickster tale). Model for students how the events in the story follow a pattern. Lead a discussion about the pattern of events.

3. Share with students a second short story that follows the same pattern of events as the first short story. Have students work individually, in small groups, or in pairs to determine how the events in the second story mirror the pattern of events in the first. Lead a discussion with students about the similarities between the two stories and their patterns of events.

How are themes, topics, and patterns of events similar across stories, myths, and traditional literature from different cultures? How do themes, topics, and patterns of events differ across stories, myths, and traditional literature from different cultures?

1. Lead a discussion about compare and contrast. Explain to students that when a reader compares one literary text with another, the reader is looking for similarities. To contrast two literary texts, the reader looks for differences. Show students a graphic organizer designed for comparing and contrasting (e.g., Venn Diagram, 2 Circles). Model for students where to record similarities and where to record differences.
2. Select two short myths from different cultures (e.g., Compare and Contrast Myths). Use the graphic organizer to model how to compare and contrast the two myths.

Graphic Organizer: Compare and Contrast Myths

Text 1	Text 2	Similar or Different?
Culture:	**Culture:**	
Theme:	**Theme:**	
Topic:	**Topic:**	
Pattern of Events:	**Pattern of Events:**	

Lead a discussion about the similarities and differences between the two myths. Repeat with other types of traditional literature such as fables and folktales from different cultures.

3. Have students work individually, in small groups, or in pairs to compare and contrast the theme, topic, and pattern of events in the two stories, using a Venn diagram or another graphic organizer. Lead a discussion with students about the similarities between the two stories and their patterns of events.

Key Academic Terms:

literary text, theme, topic, patterns of events, compare, contrast

Additional Resources:

Compare and Contrast Fables 1

Compare and Contrast Fables 2

Compare and Contrast

Sample Lesson Ideas for Comparing/Contrasting Themes, Topics, Patterns of Events

RI.4.10

Reading Standards for Informational Text
Key Ideas and Details
RI.4.10 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Instructional Outcomes

- Engage in close reading to comprehend complex informational texts.
- Identify details and examples that explain what the text says explicitly about the main idea and supporting details.
- Identify details and examples that provide clues about what the text says implicitly about the main idea and supporting details.
- Differentiate between explicit ideas and textual clues that can be used to draw inferences about the implicit meaning of the text.
- Connect explicit details and examples with textual clues to draw inferences about the main idea of the text.

Guiding Questions and Instructional Activities:

What is the difference between explicit and implicit ideas in a text? How are details and examples used to determine what the text says explicitly and implicitly?

1. Students have learned in the past how to refer explicitly to the text, but this is the first year that inferences are introduced. Select an informational text that has several examples of explicit ideas. Ask students questions that require them to refer to the text. Have students put their fingers on the place in the text where the answer is found. Explain that sometimes the text will state details and examples explicitly. This means that students can put their fingers on the answer in the text because it is "right there." Provide students with examples of texts that explicitly state ideas (e.g., "Nine-tenths of all solid waste in the United States does not get recycled."). Identify reading text that will support three to five questions about what the text says explicitly. Have students practice answering those questions independently while quoting text accurately to support their answers.

2. Introduce the concept of *inference*. Provide students with clues about something familiar to them and have them make an inference, like the following:

Clues
• Four legs • Fur • Wet nose • Can have floppy, pointy, short, or long ears • Different kind of tails • Likes to chew on bones • Likes to go for walks • "A Person's Best Friend"

   Explain to students that sometimes the answer to a question or the support to explain a text will not be stated explicitly. Provide students with examples of text that implicitly suggest ideas (e.g., "The average person has the opportunity to recycle more than 25,000 cans in a lifetime."). Have students practice making inferences (e.g., Where Am I? Who Am I?). Lead a classroom discussion about the inferences that students have made.

Why are some details and examples more important than other details? How do you determine which details and examples in an informational text are important? How can connecting details and examples from a text help to draw inferences?

1. Identify a short informational text that will support literal and inferential questions about what the text says both explicitly and implicitly. Have students work in small groups or pairs to read the text. Provide a list of questions that will require students to find explicit answers or implicit answers. Share an anchor chart about literal vs. inferential thinking (e.g., Literal vs. Inferential). Explain to students that they should read each question and then go through the text and look for the answer. If they can find the answer, they should underline it in the text. These are literal questions. Remind students that this is explicit support from the text. For the questions that do not have explicit answers, have students use a graphic organizer (e.g., Making Inferences, Drawing Conclusions) to organize information from the text. These are inferential questions, where students will have to make inferences. Tell students they will need to identify textual clues to support the answer to the question. Have students practice using a sentence frame to organize their answers such as "I think *XYZ* because the text states _____. It also states _____. This supports my conclusion because _____." Lead a classroom discussion about the responses, modeling how to refer to the text while monitoring how students have responded. Clarify

any misconceptions about how to use the text when answering literal and inferential questions about the text.

2. Have students read longer informational texts. Provide students with prompts that require them to use the text to answer literal and inferential questions with explicit and implicit details. Have students practice using a combination of both types of details when responding to prompts when writing and speaking. Make sure that students are referring to the text when answering.

Key Academic Terms:

informational text, main idea, details, explicit details, implicit details, inferences, textual clues, draw inferences, literal questions, inferential questions

Additional Resources:

Drawing Inferences from Informational Texts

Use Details and Examples

Reading Rockets: Inference

Making Inferences

How to Teach Literal vs Inferential Questions Video

Spotlight on Literal and Inferential Questions

RI.4.11

Reading Standards for Informational Text
Key Ideas and Details
RI.4.11 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Instructional Outcomes

- Engage in close reading to comprehend complex informational texts.
- Differentiate between a main idea and supporting details.
- Identify the main idea of an informational text and the key details that support the main idea.
- Differentiate between relevant (key) details versus irrelevant details.
- Use key details to summarize an informational text.

Guiding Questions and Instructional Activities:

How do you determine the main idea of an informational text?

1. Review the concept of *main idea*. Present main idea as a sentence that describes what the text is mostly about. Select a short informational text that will support students determining a main idea or ideas. Lead a reading of the text. Point out to students that they should pay attention to common features of informational texts, including title, headings, subheadings, and bold and italicized words. These features may point students towards the main idea or ideas. Have students work in pairs or small groups to determine the main idea or ideas. Lead a discussion about the main idea or ideas of the text.
2. Using a section from a classroom text such as a science or social studies textbook, lead a class discussion using questions that point to the main idea. Include a discussion of text features (e.g., headings) and how they support the main idea. Later, use this information to help the students craft the main idea of a section. Repeat this as a class with several sections or a chapter; repeat with independent responses to another section of the text.
3. Lead the class in reading a short text from a student magazine (e.g., *Time for Kids*). Lead a classroom discussion on the main idea of the text. Direct the students to underline the sentence or sentences that incorporate the main idea. Ask "How do we know that *XYZ* is the

main idea?" Lead a class discussion on main idea sentences. Create a list of the characteristics of a main idea.

4. After reading an informational text, engage the students in a two-step response task:

   Step 1) Ask students to identify the main idea of the text from a list of sentences—one sentence representing the main idea and three or four additional sentences representing misinterpretations of the main idea.

   Step 2) Ask the students to find support in the text for their responses to Step 1 (main idea). When they have mastered single-text responses, repeat this two-step task with a paired passage set. Using multiple sources, this activity also supports standard RI.4.18.

5. Help students select a longer informational text (e.g., nonfiction book, biography). As students read sections of the text, have them use a graphic organizer (e.g., Main Idea Graphic Organizer) to help determine the main idea or ideas of the text.

6. Guide students in the selection of an informational text (e.g., online article) in an area of personal interest. Use a graphic organizer (such as this Main Idea and Supporting Details Template Page 6) and ask students to complete the diagram focusing on the identification of the main idea in the text. Next, each student will describe the information in the text to a small group, reporting on the main idea and the process used to determine the main idea.

7. Use identification of the main idea to support reading comprehension of informational texts (books). Track the main idea of each chapter of a book (such as the *Who Was . . .* series). Engage the class on how they determined the main idea. Discuss details that have been incorrectly identified as the main idea and explain why they do not meet the criteria for being the main idea.

8. Use student writing samples to identify main ideas.

9. Use electronically published student writing samples to identify main ideas. This lesson incorporates standard W.4.23 (Write informative or explanatory texts . . .). Identifying the main idea within a student writing sample may be evidence of a well-constructed piece of writing.

Which details of an informational text are used to support the main idea?

1. Using a short informational text, differentiate between main idea and key (relevant) details or supporting evidence. Lead a reading of the short informational text, and as a class, underline the sentence that shows the reader the main idea of the text (e.g., Determine Main Idea and Supporting Details). Once the class has reached consensus about the main idea, model for students how to determine the supporting details in the text. Have students use a sentence frame to discuss the main idea and supporting details such as "The main idea is _____ because the text says _____. One supporting detail is _____."

2. Using a graphic organizer, lead students in an activity recording the main idea and key details of an informational text. Lead the class in a discussion of how they categorized information as either main idea or key details.
3. Using one paragraph from a short informational text, present the text as sentence strips. Direct the students to sort the strips into piles, separating main idea and key details.
4. Using a short informational text, ask students to highlight the text to differentiate the main idea, key details, and irrelevant details. For example, highlight the main idea in yellow, the key details in pink, and any irrelevant details in blue.
5. Using a long informational text, differentiate between main idea and key details or supporting evidence.
6. Provide students with details of an informational text—key (relevant) details and irrelevant details. Ask them to sort through the information selecting only the key details.
7. After reading an informational text, use a graphic organizer to record the main idea and the key details. Incorporate a classroom discussion—think, pair, share—to review the main idea and key details and eliminate the possible irrelevant details.

How can you use main idea and key details to summarize an informational text?

1. Review the meaning of summary. Remind students that a well-written summary shares the main idea and a brief description of the events. Select a short informational text. Lead a reading of the text where students will help determine the main idea and important key details. As a class, write a brief model summary of the text.
2. Provide students with sentence strips representing main idea, key details, and irrelevant details. Ask the students to build summaries of the text using the correct sentence strips.
3. Provide students with *flawed* summaries of a given text. Ask students to highlight the sentences to be removed from the summaries because they are irrelevant details rather than key details.
4. After reading an informational text, provide the students with several possible teacher-crafted summaries—one with the correct main idea and key details and several other *flawed* summaries with a misstated main idea and/or irrelevant details. Lead a class discussion on which summary is correct and why.
5. Using a long informational text, model for students how to write a summary of the text.
6. After reading a text or multiple texts, ask students to write a summary of the text(s) or a portion of the text, including the main idea and key details that support the main idea, while excluding any irrelevant details. Using multiple sources, this task supports standard RI.4.18.

7. After researching two or more sources on a single topic, ask students to summarize the information from the sources. Writing a summary based on research supports standard W.4.29.

Key Academic Terms:

informational text, main idea, summary, key details, supporting detail, relevant detail, irrelevant detail, evidence, summarize

Additional Resources:

Graphic Organizers

Asking Questions to Find the Main Idea

Read*Write*Think—Nonfiction Pyramid

Read*Write*Think—Cube Creator (summarizing activity)

Read*Write*Think—Webbing Tool (interactive graphic organizer)

RI.4.12

Reading Standards for Informational Text
Key Ideas and Details
RI.4.12 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.

Instructional Outcomes

- Engage in close reading to comprehend complex historical, scientific, or technical text.
- Identify events, procedures, ideas, or concepts in a historical, scientific, or technical text.
- Describe events, procedures, ideas, or concepts, including what happened and why, based on specific information in the text.

Guiding Questions and Instructional Activities:

How do you explain events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text?

1. Select a short informational magazine or newspaper text that includes key events. Students learn about the importance of events beginning in first grade, but it is important to review this topic. Explain that in order to understand in detail an informational text, students must be able to identify key events introduced in the text and think about how the author presents them. Project the text and lead a reading of the text. As key events are encountered, highlight them.
2. Use the same short informational text for a second activity. Ask students to think about the words that the author has used to describe one or more key events and box those words. Lead a discussion with students to summarize what they have learned about each key event. Use the graphic organizer to model how to identify and describe each key event.

Graphic Organizer: Key Event

Key Event:	**What happened?** **Text Evidence:**	**Why did it happen?** **Text Evidence:**
Key Event:	**What happened?** **Text Evidence:**	**Why did it happen?** **Text Evidence:**

Lead a classroom discussion about each event and the textual evidence that supports what happened and why.

3. Select another short informational text. Have students practice selecting and highlighting key events throughout the text. Have students respond to a prompt in writing such as "Select two or more key events from the text, making sure to explain what happened and why it happened. Use text evidence to support your answer."

How do you explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text?

1. Select a short informational magazine or newspaper text that includes procedures for how to make a simple game or toy. Students learn about the importance of procedures beginning in first grade, but it is important to review this topic. Explain that to understand an informational text in detail, students must be able to identify key procedures introduced in the text and think about how the author presents them. Project or display the text and lead a reading of the text. Highlight the procedures presented within the text.
2. Use the same short informational text for a second activity. Ask students to think about the words that the author has used to explain a procedure in the text and box those words. Lead a discussion with students to summarize what they have learned about this procedure. Use the graphic organizer to model how to identify and describe each procedure.

Graphic Organizer: Procedure

Procedure:	**What is being explained?** **Text Evidence:**	**Why is it included?** **Text Evidence:**
Procedure:	**What is being explained?** **Text Evidence:**	**Why is it included?** **Text Evidence:**

Lead a classroom discussion about each procedure and the textual evidence that supports what happened and why.

3. Select another short informational text. Have students practice selecting and highlighting procedures shared within the text. Have students respond to a prompt in writing such as "Select a procedure from the text, making sure to describe what is being explained and why it is included. Use text evidence to support your answer."

How do you explain ideas in a historical, scientific, or technical text, including what happened and why, based on specific information in the text?

1. Select a short informational magazine or newspaper text that includes key ideas. Students learn about the importance of ideas beginning in first grade, but it is important to review this topic. Explain that to understand an informational text in detail, students must be able to identify key ideas introduced in the text and think about how the author presents them. Project or display the text and lead a reading of the text. Highlight key ideas within the text.
2. Use the same short informational text for a second activity. Ask students to think about the words that the author has used to describe a key idea and box those words. Lead a discussion with students to summarize what they have learned about this key idea. Use the graphic organizer to model how to identify and describe each key idea.

Graphic Organizer: Key Idea

Key Idea:	**What Is It?** **Text Evidence:**	**Why Is It Important?** **Text Evidence:**
Key Idea:	**What Is It?** **Text Evidence:**	**Why Is It Important?** **Text Evidence:**

Lead a classroom discussion about each key idea and the textual evidence that supports what the idea is and why it is important.

3. Select another short informational text. Have students practice selecting and highlighting key ideas throughout the text. Have students respond to a prompt in writing such as "Select two or more key ideas from the text, making sure to explain what each key idea is and why it is important. Use text evidence to support your answer."

How do you explain concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text?

1. Select a short informational text from a magazine or newspaper that includes key concepts. Students learn about the importance of concepts beginning in first grade, but it is important to review this topic. Explain that to understand an informational text in detail, students must be able to identify key concepts introduced in the text and think about how the author presents them. Project or display the text and lead a reading of the text. As key concepts are encountered, highlight them.
2. Use the same short informational text as used in activity 1. Ask students to think about the words that the author has used to describe a key concept and box those words. Lead a discussion with students to summarize what they have learned about this key concept. Use the graphic organizer to model how to identify and describe each key concept.

Graphic Organizer: Key Concept

Key Concept:	**What Is It?** **Text Evidence:**	**Why Is It Important?** **Text Evidence:**
Key Concept:	**What Is It?** **Text Evidence:**	**Why Is It Important?** **Text Evidence:**

Lead a classroom discussion about each concept and the textual evidence that supports what the concept is and why it is important.

3. Select another short informational text. Have students practice selecting and highlighting key concepts throughout the text. Have students respond to a prompt in writing such as "Select two or more key concepts from the text, making sure to explain what each key concept is and why it is important. Use text evidence to support your answer."

Key Academic Terms:

informational text, historical text, scientific text, technical text, event, procedure, idea, concept, explain

Additional Resources:

Reading Rockets: Concept Map Graphic Organizer 2

Reading Rockets: Concept Map Graphic Organizer 3

RI.4.13

Reading Standards for Informational Text
Craft and Structure
RI.4.13 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*.

Instructional Outcomes

- Review common academic words and phrases used in Grade 4 informational texts.
- Engage in close reading to identify domain-specific words or phrases.
- Use context to determine a general idea of meaning for domain-specific words or phrases.

Guiding Questions and Instructional Activities:

What is an academic word or phrase? How do you determine the meaning of academic words or phrases?

1. Introduce the concept of academic words or phrases. Explain to students that when they are reading in school or in the world, there is language (e.g., *textual*, *observe, simplify*) that is used to instruct or enhance learning. Select a short informational text and determine the academic words that are within the text (e.g., Academic Word Finder). Prior to reading the text, have students fill out a graphic organizer that requires students to brainstorm prior knowledge, assign synonyms and antonyms, and determine examples and non-examples (e.g., Vocabulary Four-Square Map). Lead a reading of the text and discuss the academic vocabulary as you come across it, making sure that students select the meaning that matches what is in the text.
2. Keep a record (e.g., journal, index cards, digital format) of academic vocabulary words or phrases students encounter in the classroom. Have students include each word or phrase and its definition. Encourage students to use these words and phrases in their discussions. Model the use of sentence frames to help guide students to use new academic language when discussing such as “At first I predicted _____, but now I think _____ because _____.” or “_____ is the most likely cause for _____.”

3. When students are participating in text-based analytical discussion or writing, provide sentence starters that use academic vocabulary (e.g., 26 Sentence Stems for Higher-Level Conversation in the Classroom).

What defines a word or phrase as domain-specific? How do you determine the meaning of domain-specific words or phrases?

1. Introduce the concept of domain-specific words or phrases. Explain to students that when they are reading in school or in the world, there are words that are used in particular areas of learning such as social studies (e.g., *election*, *physical map*), science (e.g., *ecosystem*, *hypothesis*), and English language arts (e.g., *allusion*, *context*). Select a short informational text particular to a domain and determine some of the domain-specific words that are within the text. Before reading the text, have students fill out a graphic organizer that requires students to use prior knowledge about the meaning of domain-specific words, assign synonyms and antonyms, and determine examples and non-examples (e.g., Selecting and Using Academic Vocabulary in Instruction: Word Map). Lead a reading of the text and discuss the domain-specific vocabulary as you come across it, making sure that students select the meaning that matches what is in the text.
2. Introduce the idea of visual glossaries. Have students develop images, student-friendly definitions, and examples from text to help build knowledge of domain-specific words and phrases. Working together, students may build domain-specific glossaries that can be accessed by the entire class. Encourage students to use these words in their domain-specific discussions. Model the use of sentence frames to help guide students to use new academic language such as "An example of an allusion in the text is _____." or "A governor is the _____."
3. As students engage in domain-specific writing, encourage them to use domain-specific writing provided in a word bank. Prior to writing, have students use a word map to help define those words (e.g., Concept Word Map). Require that students use this vocabulary in their writing.

Key Academic Terms:

informational text, academic vocabulary, domain-specific vocabulary, context

Additional Resources:

8 Strategies for Teaching Academic Language

Including Tier 2 Vocabulary Instruction in Curricular Materials

Which Words Do I Teach and How?

Reading Rockets: Choosing Words to Teach

Selecting and Using Academic Vocabulary in Instruction

Vocabulary Graphic Organizer: Deep Processing

RI.4.14

Reading Standards for Informational Text
Craft and Structure
RI.4.14 Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

Instructional Outcomes

- Engage in close reading of informational texts.
- Review common informational text structures and their characteristics.
- Identify chronological text structures in informational texts or parts of a text.
- Explain why and how chronological text structures are used in texts or parts of a text.
- Identify comparison text structures in informational texts or parts of a text.
- Explain why and how comparison text structures are used in texts or parts of a text.
- Identify cause and effect text structures in informational texts or parts of a text.
- Explain why and how cause and effect text structures are used in texts or parts of a text.
- Identify problem and solution text structures in informational texts or parts of a text.
- Explain why and how problem and solution text structures are used in texts or parts of a text.

Guiding Questions and Instructional Activities:

What is a text structure? What text structures are commonly used in informational texts? What are the characteristics of different types of text structures? How and when are different text structures used? How do you describe the overall structure of events, ideas, concepts, or information presented in a text?

1. Review with students what a sentence, paragraph, chapter, and section are and make sure that students are able to identify them in a text. If necessary, use a section of the assigned selection to model with students and help them delineate where each sentence, paragraph, chapter, and section is within the text.

2. Introduce to students the term *text structure* and explain that it is the way the author builds the text, much like the architectural plans for a building. Introduce the common text structures found in informational texts: chronology, comparison, cause and effect, and problem and solution. Show students an anchor chart that presents information about each of the text structures (e.g., Text Structures Anchor Chart). Present students with a list of signal words for each type of text structure (e.g., NEA: How to Teach Readers to Use Text Structure). Lead students through a reading of a short informational text that uses one of the common text structures. Highlight signal words that can help to determine what the structure of the text is. Lead a discussion about the text and help model how to draw conclusions about the text structure of the informational text. Over several lessons, repeat with texts that represent the other common text structures.
3. Have students work in small groups or pairs and assign them a text with one of the common text structures. Have students read the text and look for signal words and other textual clues that will help them determine the text structure. Have students record their evidence and share it in a classroom discussion. Have students draw conclusions about each of the common text structures. Lead a discussion about why the author has selected the text structure (e.g., chronology, comparison, cause and effect, problem and solution). This lesson can also be broken out into separate lessons for each type of text structure, depending on the needs of the students.
4. Select short informational texts from each of the common text structures. Have students read the texts and use signal words and other textual clues to determine the text structures. Highlight particular sentences and/or paragraphs that contribute to their understanding of the structure of each text. Lead a discussion about why each author has selected the text structure (e.g., chronology, comparison, cause and effect, problem and solution). As a group, draw conclusions about when it makes sense to use each of the common text structures.
5. Select a longer informational text with one of the common text structures. As students read the text, have them think about its structure. As students read, have them determine the text structure and select an appropriate graphic organizer for that structure. Have students respond to the following prompt: “What is the structure of the text selection? How does the author organize the events, concepts, ideas, or information in the text? Why did the author select this text structure for the informational text? Use textual evidence to support your answers.”

Key Academic Terms:

informational text, text structures, chronology, comparison, cause and effect, problem and solution

Additional Resources:

Text Structure

AdLit: Text Structures

Teach Readers to Discern Text Structure

The 5 Types of Text Structure Video

Using Text Structure

RI.4.15

Reading Standards for Informational Text
Craft and Structure
RI.4.15 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Instructional Outcomes

- Engage in close reading of firsthand and secondhand accounts of the same event.
- Identify the characteristics of a firsthand account.
- Describe the focus and the information provided within firsthand accounts.
- Explain the advantages and disadvantages of firsthand accounts.
- Identify the characteristics of a secondhand account.
- Describe the focus and the information provided within secondhand accounts.
- Explain the advantages and disadvantages of secondhand accounts.
- Compare and contrast firsthand and secondhand accounts of the same event.

Guiding Questions and Instructional Activities:

What is a firsthand account? What is a secondhand account? How is the focus of a firsthand and a secondhand account different? How is the information provided by a firsthand and a secondhand account different?

1. Review with students the concept of point of view and how it connects to understanding the differences between firsthand and secondhand accounts. Students learn about point of view in informational texts beginning in the elementary grades. Remind students that by determining the point of view, they will understand who is speaking in an informational text and whether the text is being told firsthand or secondhand. Share one-paragraph excerpts of informational texts that are written as firsthand and secondhand accounts (e.g., Compare Perspectives Model). Lead a reading of these texts and model for students how to use textual clues to determine whether the author is writing a firsthand or secondhand account of an event. Share an anchor chart about firsthand vs. secondhand events (e.g., Firsthand vs. Secondhand Anchor Chart).

2. Select a firsthand and secondhand account of the same event. Have students work individually, in small groups, or in pairs to read each account. Have students use the graphic organizer to record information about the two accounts.

Graphic Organizer: Firsthand and Secondhand Accounts

<table>
<tr><td colspan="4">Event:</td></tr>
<tr><td>Title:</td><td>Firsthand or Secondhand?

Textual Evidence:</td><td rowspan="2">Similarities:</td><td>Differences:</td></tr>
<tr><td>Title:</td><td>Firsthand or Secondhand?

Textual Evidence:</td><td>Differences:</td></tr>
</table>

Lead students in a discussion about how perspective affects an account of the same event. Have students repeat this over several lessons with several different sets of firsthand and secondhand accounts. Have students draw conclusions about firsthand vs. secondhand accounts.

3. Select longer firsthand and secondhand accounts of the same event. As students read the texts, have them compare and contrast the texts based on whether they are firsthand or secondhand accounts of the event. Have students respond to the following prompt: "Determine whether each account is firsthand or secondhand. What does the firsthand account tell you about the event that the secondhand event does not? What does the secondhand event tell you about the event that the firsthand account does not? How are the text selections similar? How are they different? Use text evidence to support your answer."

Key Academic Terms:

informational text, firsthand account, secondhand account, focus, information, compare, contrast

Additional Resources:

Analyzing Multiple Accounts of the Same Event or Topic: Lessons for Kids

Compare Perspectives

Firsthand and Secondhand Accounts Presentation

Practice: Comparing Perspectives

RI.4.16

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.4.16 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.

Instructional Outcomes

- Engage in close reading of informational texts that present information visually, orally, or quantitatively.
- Identify common ways informational texts present information visually, orally, and quantitatively, including charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.
- Identify characteristics of charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.
- Read and interpret charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.
- Compare and contrast information visually, orally, or quantitatively to the text in which it appears.
- Connect ideas presented visually, orally, or quantitatively to the text in which it appears.

Guiding Questions and Instructional Activities:

What are common ways information is presented visually? What are common ways information is presented orally? What are common ways information is presented quantitatively?

1. Beginning in early elementary school, students learn about comprehending, analyzing, and speaking about texts with information presented visually, orally, or quantitatively. However, it will be important to formally review the various ways that texts present information, including visual, oral, and quantitative methods. Select a model text (e.g., website, infographic) that has information presented in visual, oral, and quantitative ways.

For example, when selecting a website, choose one that has elements such as a diagram, a graph, and a video interview. Lead a reading of the text by projecting it in front of the class. Ask students "How is information presented on this page? Where does the author include visual information? Where does the author include oral information? Where does the author include quantitative information?" Help guide students through an understanding of what the terms *visual*, *oral*, and *quantitative* mean. Help students brainstorm a list of visual, oral, and quantitative text features.

2. Share a chart of different kinds of text features (e.g., Text Features Charts). Explain to students that they will participate in a scavenger hunt using print and multimedia classroom texts. Have students work independently, in small groups, or in pairs to search for examples of each of the text features discussed. Have them classify each example as visual, oral, quantitative, or a combination of the three kinds of text features. Lead a classroom discussion in which students share the different text features they found.

What does information mean in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages? How does information presented visually, orally, or quantitatively relate to the text in which it appears?

1. Select a short informational text that includes a paragraph of text and a chart (e.g., Charts). Lead a reading of the text, underlining key words that relate to the information in the chart. Model for students how to interpret the chart using headers. Ask students "Why does the author include this chart? How does it relate to the text?" Have students respond to the question using a sentence frame such as "The author included the chart to tell the reader _____. It relates to the text because _____." Lead a discussion about the ways that authors use visual, oral, and quantitative information to help enhance the text. Have students practice analyzing charts in small groups or pairs (e.g., Practice: Graph). (Note: This same activity sequence may be used to teach students to interpret graphs, diagrams, time lines, animations, or interactive elements on Web pages.)
2. Have students read a longer informational text that includes a variety of graphs, diagrams, time lines, animations, or interactive elements. Have students use the graphic organizer to interpret the information from visual, oral, and quantitative features.

Graphic Organizer: Interpret information

Type of Feature	Key Information Presented	How Does It Relate to the Text?
Feature 1		
Feature 2		
Feature 3		

Key Academic Terms:

informational text, visual information, oral information, quantitative information, quantitative, charts, graphs, diagrams, time lines, animations, interactive elements, Web pages, compare, contrast, connect

Additional Resources:

Interpret and Explain Visual Information

Interpreting Visual Information

Interpret Pictures and Photographs in an Informational Text

How Much Vitamin C?

Get the Facts

RI.4.17

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.4.17 Explain how an author uses reasons and evidence to support particular points in a text.

Instructional Outcomes

- Engage in close reading to comprehend informational texts in which an author presents a point supported by reasons and evidence.
- Identify places within the text where an author supports a particular point.
- Examine the text for places where the author uses a reason to support the point.
- Examine the text for places where the author uses evidence to support the point.
- Identify how the author uses reason and evidence to support the point.
- Explain how an author uses reasons and evidence to support particular points in a text.

Guiding Questions and Instructional Activities:

What is a particular point? What is a reason? What is evidence?

1. Select a short informational text. Have students read the text individually and respond to a prompt such as “What is the overall point the author is trying to make in this text? What textual evidence did you find to support your answer?” Once students have responded to this text, lead a discussion about their findings. Project the short informational text. Ask students to think about how the author structures the writing. Share an anchor chart that shows the parts of an argument.

Anchor Chart: Making a Point

Making a Point	
Point	What does the author think?
Reasons	Why does the author think this?
Evidence	How does the author support his/her reasons?

Model how to identify the author's points throughout the text. Then use a colored highlighter to note each of the reasons the author gives for his or her point. Have students work in small groups or pairs to identify the evidence for the reasons. Lead a discussion about how the author develops the points in the text.

2. Select a short informational text that has two or more points supported by reasons and evidence. Have students work independently, in small groups, or in pairs to determine the points, reasons, and evidence in the text. Have students use sticky notes to flag each component. Then have students record findings in a graphic organizer.

Graphic Organizer: Author's Point, Reasons, and Evidence

Author's Point:	**Reasons:**
	Evidence:
Author's Point:	**Reasons:**
	Evidence:

Repeat this activity with students until they are able to identify points, reasons, and evidence.

How do you determine and explain why an author uses reasons and evidence to support particular points in a text?

1. Review the idea of supporting a point with reasons and evidence. Ask students to brainstorm a list of points a fourth grader might want to write about (e.g., more recess time, choice of afterschool activities). Have students select one point and brainstorm what reasons and evidence they would need to convince a reader they are right. Lead a discussion about those points and how students might support them.
2. Select a short text in which the author is making a clear point. Lead students through a reading of the text. Model for students how to highlight places where the author makes a

point. Lead a discussion that summarizes the author's overall point of view about the topic. Highlight textual reasons and evidence that support these conclusions.

3. Select a short informational text. Have students read the text individually and respond to a prompt such as "What is the overall point the author is making in this text? What textual reasons or evidence did you find to support your answer?"

Key Academic Terms:

informational text, reasons, evidence, support

Additional Resources:

Reasons and Evidence in Text

Author's Use of Reasons and Evidence Worksheets

Explain How an Author Uses Reasons and Evidence to Support Points in a Text

Lesson Plan: Author's Points and Reasons

RI.4.18

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.4.18 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Outcomes

- Identify two informational texts about the same topic.
- Engage in close reading of two informational texts about the same topic.
- Determine the main idea of each informational text and the key details that support each.
- Compare and contrast the key details presented in two informational texts about the same topic.
- Distinguish between nuances in ideas, details, and arguments made in two informational texts about the same topic.
- Determine how information from two texts about the same topic is related.

Guiding Questions and Instructional Activities:

Why would you use several texts to learn about the same topic? How could two texts present information on a topic? Why do you collect information from two texts? How can you use the information from two texts together to write or speak about the subject knowledgeably?

1. Students read multiple texts about the same topic beginning in third grade but should review the concept. Select a subject about which all students would be somewhat knowledgeable (e.g., a recent school assembly, popular television show, recent social studies or science unit). Ask one student to spend one minute presenting information about the subject. Record the information on one side of a T-chart (e.g., T-Chart). Then ask another student to speak about the same subject. Record notes about what that student says on the other side of the T-chart. Point out that some of the information may be the same and some may be different. Model for students how to use information from both columns to write a paragraph about the subject.

2. Select two short informational texts about a high-interest topic. Have students read the texts independently, in small groups, or in pairs. Have students record the main ideas about the topic in the graphic organizer.

Graphic Organizer: Main Ideas

Text 1	Text 2
• • •	• • •

Have students highlight information that is similar or different in both texts, noting any nuances in ideas, details, and arguments. Have students share in small groups or pairs how they will write a paragraph about this topic. Have students provide feedback to each other if they think information is missing. Have students write a paragraph about the topic. Lead a classroom discussion in which students share their paragraphs.

Key Academic Terms:

informational text, multiple sources, topic, key details, main idea, compare, contrast, connect, organize, nuances

Additional Resources:

Integrate Texts Lesson Plan

Integrate Information from Two Texts Presentation

Paired Text Lessons and Articles

Writing

W.4.22

Writing Standards
Text Types and Purposes
W.4.22 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.

Instructional Outcomes

- Identify the characteristics of effective opinion pieces.
- Differentiate between an opinion and a topic sentence.
- Introduce and practice how to state an opinion and introduce a topic clearly.
- Identify the characteristics of organizational structures used in opinion pieces.
- Differentiate between organizational structures used for opinion pieces and those used for other types of writing.
- Provide reasons that are supported by facts and details.
- Use words and phrases that link opinions and reasons effectively.
- Construct a conclusion that relates to the opinion provided.
- Write an opinion piece.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective opinion piece? How do you state an opinion?

1. Students write opinion pieces beginning in the elementary grades; however, it is important to remind students of the characteristics of opinion writing. Select two mentor texts that are high-quality and high-interest examples of opinion writing, (e.g., Student Opinion). Have students work independently, in small groups, or in pairs to read the mentor texts. Students should use the graphic organizer to record information about the opinion pieces.

Graphic Organizer: Information about Opinion Pieces

Questions to Ask	Mentor Text #1 Title:	Mentor Text #2 Title:
What is the main opinion?		
How does the author present the opinion?		
What is a reason the author uses to support the opinion?		
What is another reason the author uses to support the opinion?		
How convincing is the author? What text convinces you?		

2. Use the anchor chart to lead a classroom discussion about the components of skilled opinion writing.

Anchor Chart: Components of Opinion Writing

Opinion Writing	
Opinion	Statement about what the author thinks or feels about something
Reason	Statement that explains why the author thinks or feels that way
Examples	Examples of why the author thinks or feels that way
Explanation	Sentences that explain what the examples prove and how they support the opinion
Conclusion	Summary of the opinion

Discuss each component of opinion writing and relate it back to the mentor texts that students have read. Using one of the mentor texts, highlight the opinion, reasons, examples, explanations, and conclusions. Explain to students that in an opinion piece, there is usually an introduction that explains the opinion, at least two or three reasons supported by examples and explanation, and a conclusion that summarizes the opinion. Explain to students that when they write their own opinions, they need to include these components.

How do you introduce a topic or text clearly? How do you create an organizational structure in which related ideas are grouped to support the writer's purpose? What facts and details are important to include for an effective opinion piece?

1. Review with students the concept of opinions, reasons, and examples from the previous lesson. Explain to students that when they write an opinion, it must be supported by at least two or three reasons that are each supported by two or three examples. Show students a graphic organizer for developing an opinion (e.g., Opinion Writing Planner). Review with students that in an opinion, there is an introduction that explains the opinion, body paragraphs that are devoted to the reasons, examples and explanation, and a conclusion. Select a sample topic and model for students how the graphic organizer can be used to build out the blueprint for writing.
2. Provide students with a topic that has two sides. Explain to students that they will be forming an opinion about the issue. Have students discuss how to state their positions clearly. Have students use a graphic organizer with space to state an opinion using sentence starters such as "In my opinion," "I think," "I strongly believe," or "I feel" (e.g., Opinion Writing). Lead a discussion about the ways students have stated their opinions.

3. Explain to students that they will continue to develop their opinions about the same topic. Now that they have developed an opening opinion statement, they need to develop at least three reasons to support their opinion. Explain to students that they will build the outline for writing an opinion before they begin writing. Have students use the same graphic organizer to create an outline for their writing. Once all students have completed their graphic organizers, have them share with another student so that their opinions, reasons, and examples can receive feedback. Have students make changes where necessary based on the feedback. Students should then write an opinion piece based on their planning.

How do you link opinion and reasons using words and phrases?

1. Select a sample body paragraph that presents an author's opinion and reasons but is devoid of transition words and phrases. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that because the writing lacks transition words and phrases, it is choppy and ideas do not seem to relate to one another. In a whole class discussion, use the chart to explore ways to revise the paragraph.

Chart: Transition Words and Phrases

Transition Words and Phrases: Linking Opinions and Reasons	
for example	also
for instance	additionally
in addition	this is why
in order to	consequently
most importantly	specifically
for this reason	

   Discuss how the use of these words and phrases changes the relationship between opinions and reasons and clarifies the author's writing.

2. Have students draft a sample body paragraph for an opinion piece. Remind students that as they write their opinion piece, they will need to use transition words and phrases to help link the relationships between opinions and the supporting reasons and examples. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words and phrases. Have students evaluate the peer feedback and revise their drafts as needed.

How do you provide a concluding statement or section related to the opinion presented?

1. Students learn how to write concluding statements or sections for opinion pieces beginning in second grade; however, they will need to review the concept. Lead a discussion about students' prior knowledge about how to write conclusions. Select a mentor text that has a strong conclusion. Use the anchor chart to lead a discussion about the conclusion of the mentor text. Point out where the author presents each component.

Anchor Chart: Concluding an Opinion Text

Concluding an Opinion Text
1. Restate the topic. 2. Restate your opinion about the topic. 3. Summarize your reasons for your opinion.

2. Have students select an opinion text they have previously written. In peer-editing partnerships, have students share their concluding statements or sections. Have peer editors study the concluding statement and make revision suggestions. Students should review the peer feedback and revise as needed their concluding sections and highlight where they have restated their topic, restated their opinion, and summarized their reasons.

Key Academic Terms:

writing, opinion pieces, point of view, topic, organizational structure, reasons, facts, details, concluding statements, link

Additional Resources:

Purdue Writing Lab: Conclusions

Graphic Organizers for Opinion Writing

Opinion Writing—Strong Conclusions

Opinion Writing for Kids

Writing Opinion Essays

Writing a Book Review

W.4.23

Writing Standards
Text Types and Purposes
W.4.23 Write informative or explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Instructional Outcomes

- Identify the characteristics of effective informative or explanatory pieces.
- Identify the characteristics of a clearly defined topic and how to introduce it.
- Identify the uses of formatting, illustrations, and multimedia to aid the reader in comprehension.
- Use formatting, illustrations, and multimedia effectively in writing.
- Identify the characteristics of effective topic development.
- Use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.
- Use words and phrases that link ideas within and across writing.
- Use precise or domain-specific vocabulary to develop writing.
- Construct a conclusion that relates to the topic.
- Write an informative or explanatory piece.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective informative or explanatory text?

1. Students learn about informative or explanatory texts beginning in first grade, but it is necessary to review their characteristics. Select two mentor texts that are high-quality and high-interest examples of informative or explanatory texts. Have students work independently, in small groups, or in pairs to read the mentor texts. Students should use the graphic organizer to record information about the texts.

Graphic Organizer: Characteristics of Texts

Characteristics of Texts		
How does the author. . .	**Text 1**	**Text 2**
explain in the text?		
describe in the text?		
illustrate in the text?		
use facts in the text?		

   Lead a classroom discussion about student findings from the text. Have students draw conclusions about informative or explanatory writing. Make sure to have students note the use of formatting, graphics, or other multimedia in the text.

2. Lead a classroom discussion about the structure of informative or explanatory writing. Share an anchor chart about informative or explanatory essays (e.g., Informative/Explanatory Writing). Discuss each component of informative or explanatory writing and relate it back to mentor texts that students have read. Using one of the mentor texts, highlight the topic sentence, body paragraphs, formatting, graphics, multimedia, and conclusions. Explain to students that when they write their own informative or explanatory essays, they will need to include these components.

What is a topic? How do you introduce a topic clearly? How do you group related information logically? How do you develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic?

1. Students learn about topics beginning in first grade but will need to review the concept. Explain to students that informative or explanatory writing explains something or informs about a topic. Use the anchor chart to lead a classroom discussion about the structure of informational or explanatory writing.

Anchor Chart: Structure of Informative or Explanatory Writing

<table>
<tr><th colspan="2">Informative or Explanatory Writing</th></tr>
<tr><td colspan="2">INTRODUCTION
lead/hook/grabber
topic sentence introducing body paragraph ideas</td></tr>
<tr><td rowspan="3">Body Paragraphs</td><td>Body Paragraph
topic sentence
2 or 3 details or facts
concluding sentence</td></tr>
<tr><td>Body Paragraph
topic sentence
2 or 3 details or facts
concluding sentence</td></tr>
<tr><td>Body Paragraph
topic sentence
2 or 3 details or facts
concluding sentence</td></tr>
<tr><td colspan="2">CONCLUDING SECTION
a sentence that summarizes the reason for writing
provides a sense of closure</td></tr>
</table>

2. Explain to students that prior to writing an informative or explanatory piece, it is helpful to plan out the writing. Introduce the idea of a topic sentence to students and model how to develop one for a selected topic (e.g., Research Report: Features of Explanatory Writing). Have students select a topic and write their topic sentence. Explain they need to attract and hold the reader's attention with a "hook" or an "attention grabber" before their topic sentence to complete their introduction (e.g., Starting with Hooks for Essays). Then have students use their topic sentence to begin to plan a written piece about the topic. Share a graphic organizer such as the following to organize the plan for their writing:

Graphic Organizer: Informative or Explanatory Writing

<table>
<tr><th colspan="2">Informative or Explanatory Writing</th></tr>
<tr><td colspan="2">Paragraph 1: INTRODUCTION
Topic sentence with 3 ideas for body paragraphs:</td></tr>
<tr><td rowspan="3">Body Paragraphs</td><td>Body Paragraph:</td></tr>
<tr><td>Body Paragraph:</td></tr>
<tr><td>Body Paragraph:</td></tr>
<tr><td colspan="2">Paragraph 5: CONCLUSION
Concluding sentence:</td></tr>
</table>

3. Before students write an informative or explanatory writing piece, they will need to continue to develop their plan of writing. For each body paragraph, they will need at least two or three relevant facts, definitions, concrete details, quotations, or other information and examples to support their paragraph topic sentence. Model for students how to gather information to support each body paragraph, emphasizing that they may have to do some research to obtain the relevant information. When modeling how to find supporting details, make sure to show students different kinds, including facts, definitions, concrete details, quotations, or other information. Have students use a graphic organizer (e.g., Essay Map) to plan their supporting details about their body paragraphs.

How do you use formatting, illustrations, and multimedia to aid comprehension?

1. Select a mentor text that uses formatting, graphics, and/or multimedia, particularly simple charts, subheadings, and illustrations. Lead a classroom discussion in which students discuss each text feature and why the author includes them. Share commonly used text features (e.g., Text Features Chart) and review what each is and how it is used. Lead a discussion around the question "When should a writer include formatting, graphics, and other multimedia in writing? When should a writer not include these?" Explain to students that text features should be used solely to support a point or provide pertinent information and should not be used if they distract from the author's point or from text comprehension.

2. Create a sample informative or explanatory writing selection that does not include formatting, graphics, and other multimedia. In small groups or pairs, have students work to identify the places where formatting, graphics, and other multimedia would help support the writing. Lead a whole class discussion about the text, and have students share how they would add formatting, graphics, and multimedia to the text. Model for students how to include simple charts, subheadings, and illustrations in the text.
3. Have students write an informative or explanatory writing piece, using the format previously taught. After students write their first draft, have them mark places where formatting, graphics, and multimedia would support their ideas. Have students include subheadings and one example of a simple chart or illustration. Show students how to use captions and citations for charts and illustrations. Divide students into peer-editing partnerships focused solely on the use of formatting, graphics, and multimedia. Students should examine the effectiveness of formatting, graphics, and multimedia and provide suggestions for how to revise for better effect. Students should review the suggestions and revise their drafts as needed.

How do you choose words and phrases to help link ideas within and across writing? How do you choose precise or domain-specific vocabulary to best inform or explain about the topic?

1. Select a sample body paragraph devoid of transition words and phrases. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that because the writing lacks transition words, it is choppy and ideas do not seem to flow together. Share a list of common transition words used to link ideas within and across writing (e.g., Linking Ideas and Facts Together), including *another, for example, also,* and *because*. Lead a whole class discussion about ways to revise the paragraph using this list of transition words and phrases. Discuss how the use of these words and phrases changes the writing.
2. Have students draft a sample body paragraph for an informative or explanatory writing piece. Remind students that as they are writing, they will need to use transition words and phrases to help link ideas within and across their writing. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words and phrases. Have students review the peer feedback and revise their drafts as needed.
3. Select a sample body paragraph devoid of precise and domain-specific vocabulary. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that the writing is vague because it lacks precise or domain-specific words. Brainstorm a list of precise or domain-specific vocabulary for the topic. Lead a whole class discussion about ways to revise the paragraph using this list of words and

phrases. Discuss how the use of these words and phrases changes the power and impact of the writing.

4. Have students draft a sample body paragraph for an informative or explanatory writing piece. Remind students that as they are writing, they need to use precise and domain-specific vocabulary. Have students underline these words and phrases in their drafts. Have students share their drafts during peer-editing conferences to check for the use of precise and domain-specific vocabulary for their topic. Have students review the peer feedback and revise their drafts as needed.

How do you provide a concluding statement or section related to the information or explanation presented?

1. Students learn about writing concluding statements or sections beginning in second grade; however, they will need to review the concept. Lead a discussion about students' prior knowledge about how to write conclusions. Select a mentor text that has a strong conclusion. Share the anchor chart.

Anchor Chart: Concluding an Informative or Explanatory Text

Concluding an Informative or Explanatory Text
1. Restate the topic and summarize body paragraphs. 2. Provide a sense of closure.

Lead a discussion with students about the mentor text conclusion. Point out how the author has summarized the text while providing closure.

2. Have students select an informative or explanatory text they have previously written. In peer-editing partnerships, have students share their concluding statements or sections. Have peer editors examine the concluding statement and make revision suggestions. Students should review the feedback and revise as needed their concluding sections and highlight how they have restated the topic, summarized the body paragraphs, and provided a sense of closure.

Key Academic Terms:

writing, informative writing, explanatory writing, topic, topic development, formatting, illustrations, multimedia, facts, definitions, concrete details, quotations, information, examples, conclusion, vocabulary, precise vocabulary, domain-specific vocabulary

Additional Resources:

Expository Writing Guide

Guidelines and Resources for Teaching Informative Writing

Read*Write*Think: Essay Map

Informative/Explanatory Writing in the Classroom, Grades 3-12

Purdue Writing Lab: Conclusions

Features of Explanatory Writing

Writing a Research Report

How-to Writing

W.4.24

Writing Standards
Text Types and Purposes
W.4.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Instructional Outcomes

- Identify the characteristics of effective narratives.
- Identify the role of technique in writing narratives.
- Identify the role of descriptive details in writing narratives.
- Identify the role of clear event sequences and how to organize them when writing narratives.
- Identify the characteristics of effective narrator and character development.
- Distinguish between dialogue and description in narrative writing.
- Determine how to use dialogue and description to help develop characters and events in narrators.
- Distinguish between concrete words and phrases and sensory details in narrative writing.

- Determine how to use concrete words and phrases and sensory details to convey ideas precisely.
- Construct an ending that is a natural ending for the series of events within the narrative.
- Write a narrative to develop real or imagined experiences or events.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective narrative piece? How do you use effective technique, descriptive details, and clear event sequences in a narrative? How do you effectively develop an organized event sequence?

1. Students learn about narrative texts beginning in first grade and should also be familiar with the components of narrative text through their study of reading; however, it will still be necessary to review the characteristics of narrative texts. It should also be noted that while students interact or tell stories to each other, they may not know how to connect that storytelling to their own writing. In order to have students begin to think in a story-telling mindset, have students practice telling stories to each other in small groups or pairs. Have them respond to the discussion prompt: "In your group, you will be telling each other a story. Think about a time when you were excited. Share that story with your group." Have students ask each other questions to clarify parts that are confusing or lacking enough detail. Lead a discussion with students about what makes a personal narrative engaging. Review how the storyteller uses technique and relative descriptive details and how events are structured. Brainstorm a list with students.
2. Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work independently, in small groups, or in pairs to read the mentor text. Present students with the concept of a story map diagram (e.g., Story Map) and review each component. As students read the mentor text, they should highlight key events in the narrative. Lead a classroom discussion about student findings.
3. Students will select a story they want to tell through narrative writing. Have students use a story map diagram to develop a plan for their narrative. As students develop their plan for writing, explain that they will need to follow this story map to ensure a sequence of events unfolds naturally. Have students work in small groups or pairs to look at each student's plan and examine the sequence of events prior to writing. If there are problems with the event sequence, students should revise the event sequence for clarity or a more natural progression. Once they have revised their plan, they should draft a personal narrative.

How do you orient a reader by establishing a situation in narrative writing? How do you introduce and develop the narrator and/or characters in narratives?

1. Explain to students that an author must establish a situation in order to create a relationship with the reader. In a personal narrative, the situation needs to be introduced early in the text to orient the reader. Show students the anchor chart and discuss how it can be used.

Anchor Chart: Establish a Situation in Narrative Writing

Establish a situation through:
• Details about the narrator or character • Backstory • Setting • Life-changing situation • Everyday situation • Memory

2. Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work independently, in small groups, or in pairs to read the mentor text. As students read the mentor text, they should highlight places where the author has established a situation. Have students determine how the author used the categories from the anchor chart to establish a situation. Have students look carefully at how the author has introduced the narrator and characters. Lead a classroom discussion about what students found. Have students use a sentence frame such as "The author establishes the situation when _____. The author is using _____ to establish the situation." Have students draw conclusions about how to develop a situation in writing.
3. Have students use a story map to begin planning a personal narrative. Have students think about how they will introduce the narrator and characters during the beginning of the narrative. Have students draft the opening paragraph(s) in which the narrator and main characters are introduced. Have students pay attention to the details shared about each character. In peer-editing partnerships, have students share their drafts. Have peer editors examine the way the narrator and characters are introduced. Students should ask themselves "Are the narrator and characters introduced in a clear way?" Students should use peer feedback to revise their drafts as needed.

How do you use dialogue and description to develop experiences and events? How do you use dialogue and description to show the responses of characters to situations?

1. Select a mentor text that is a personal narrative with effective dialogue and description. Read the mentor text and throughout the reading, lead a discussion about how dialogue and description are used to develop experiences and events and to show how characters respond to situations. Create a story map about the personal narrative and note where description and dialogue are used within the story to develop events. Model for students how to take a story map they have already developed and use it to plan where they will include description and dialogue.
2. Have students use a story map to begin to plan a personal narrative. Once students have outlined the basic events of the story, have them determine where they will use dialogue and where they will use description in their narratives, paying close attention to ways to develop experiences and events and show the responses of characters to situations. In small groups or pairs, have students share their plans. Have students examine the plan and decide if it makes sense with the story map. Students should review this feedback and revise their plans as needed.
3. Have students use their story map to write a draft of their narrative. In peer-editing partnerships, have students share their drafts. Have students examine the ways each student has used dialogue and description to develop experiences and events in their writing. Have students also look at how dialogue and description are used to show the responses of characters to situations. Have students provide feedback to one another about the effectiveness of their use of dialogue and descriptions. Students should review this feedback and revise their drafts as needed.

How do you use transitional words and phrases to manage the sequence of events in narrative writing?

1. Select a sample narrative text devoid of transition words and phrases. Project or display the text with students and lead a discussion about the quality of writing. Point out to students that it is difficult to follow the sequence because of the lack of transition words and phrases. Share a list of common transition words used to show sequence of events (e.g., Time Order Words List). Lead a whole class discussion about ways to revise the text using this list of transition words and phrases. Discuss how the use of these words and phrases helps the reader follow the sequence of events.
2. Have students look at the draft of the personal narrative text they have written. Have students revise the text so that they use transition words and phrases to show the sequence of events. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words and phrases. Have students review the feedback and revise their drafts as needed.

How do you use concrete words and phrases and sensory details to convey experiences and events precisely?

1. Select a sample paragraph with ineffective use of concrete words and phrases. Project or share the paragraph with students and lead a discussion about the quality of writing with abstract or vague words. Introduce the concept of concrete words (e.g., Concrete Words video). Lead a whole class discussion about ways to revise the paragraph using concrete words and phrases. Discuss how the use of these words and phrases changes the ability of the reader to picture experiences and events as if they were there.
2. Have students practice using concrete words and phrases when writing. Have students practice categorizing words as concrete or abstract (e.g., Concrete and abstract nouns). After students have completed the activity, lead a classroom discussion where students share their results.
3. Select a sample paragraph with ineffective use of sensory details. Project or share the paragraph with students and lead a discussion about the quality of writing. Lead a whole class discussion about ways to revise the paragraph using sensory details. Discuss how the use of these words and phrases changes the ability of the reader to envision or think about experiences and events as if they were there.
4. Have students practice using sensory details to "show, rather than tell" when writing. Provide students with a list of sentences that tell rather than show experiences and events (e.g., Show-Me Sentences Handout). Have students work independently, in small groups, or in pairs to rewrite each "telling sentence" into one or more "showing sentences." After students have completed the activity, lead a classroom discussion where students share different ways they have revised each sentence.
5. Have students review personal narrative drafts. Remind students that as they write, they will need to use concrete vocabulary and sensory details. Have students underline the concrete vocabulary and sensory details in their drafts. Have students share their drafts during peer-editing conferences to check for the use of concrete vocabulary and sensory details for their topic. Have students review the peer feedback and revise their drafts as needed.

How do you provide a conclusion that follows from the narrated experiences or events?

1. Students learn about how to write conclusions for narratives beginning in second grade, but it will still be important to review what a conclusion looks like in a narrative. Select a mentor text that has a strong conclusion. Lead students through a reading of the mentor text. Ask students where the author has provided a resolution for the story. Review with students the concept of the story map. Lead a discussion with students about what they notice in the mentor text. Highlight the places where events are concluded and where the author hints at how things have changed in the mentor text. Remind students that when

they are concluding a narrative essay, they will need to include the resolution for their story. Remind students that a resolution concludes the events of the story and gives a hint for the future of the story.

2. Have students select a narrative text they have previously written. In peer-editing partnerships, have students share their conclusions. Have peer editors examine the conclusions for effective story resolution and make revision suggestions. Students should review the feedback and revise their conclusions as needed, highlighting where they concluded events and hinted at the future in their conclusions.

Key Academic Terms:

writing, narrative writing, technique, descriptive details, event sequences, narrator, character, development, dialogue, description, concrete words and phrases, sensory details, conclusion, effective, transitional words and phrases

Additional Resources:

Writing a Personal Narrative

Writing a Story

A Step-by-Step Plan for Teaching Narrative Writing

Why Context Matters in Writing

Read*Write*Think Show-Me Sentences Lesson Plan

Fourth Grade: Range of Writing—Narrative Writing/Writing Samples

What is Narrative Writing, and How Do I Teach It in the Classroom?

Abstract vs. Concrete Language

W.4.28

Writing Standards
Research to Build and Present Knowledge
W.4.28 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Instructional Outcomes

- Identify a topic for a short research project.
- Identify different aspects of the selected topic based on research.
- Use research to answer questions about a designated topic.
- Conduct short research projects.

Guiding Questions and Instructional Activities:

How do you choose a topic for a research project?

1. Students learn about how to research beginning in first grade, but it is important to review the concepts of research with students. Ask students "How do you choose a topic for a research project? What do you do when you want to learn more about a topic?" Lead a discussion where students brainstorm a list of high-interest topics. Select one of the broad topics and ask students to make a list of questions about that topic in order to narrow research. Record ideas on a chart that looks like the following:

Topic: The Grand Canyon
Possible Research Questions:
How was the Grand Canyon formed?
What animals live in the Grand Canyon?
What is the history of Grand Canyon National Park?
What are ways to visit the Grand Canyon?
What is the climate of the Grand Canyon?

Explain to students that research questions will help them focus their research and pinpoint useful information. Have students watch a video about how to answer a question with a research project (e.g., How to Answer a Question with a Research Project).

2. Explain to students that they will be developing their own research questions. Share an anchor chart, like this example.

Anchor Chart: What Is a Good Research Question?

A good research question is:
1. Clear: easy to understand by the audience without other explanation 2. Narrow: focused enough that it can be answered thoroughly in the time allowed for the task 3. Concise: written in a short, clear way 4. Complex: cannot be answered only by "yes" or "no"

Have students practice choosing a topic and developing a research question. In small groups or pairs, students should share their research questions. Other students in the group should examine whether the research questions follow the guidelines provided and offer suggestions for improvement as needed. Students should evaluate the feedback and revise their research questions as needed. Lead a discussion about the questions the class has created.

How do you identify reference sources for a research project? How do you investigate different aspects of a topic?

1. Once students have selected a research question on which to focus, share that they will need to determine the best sources to use for their research. Explain that some sources may only give partial information needed for the research, so they will need to investigate different aspects of a topic using different sources. Select a sample research question and project it. Lead a discussion about where students would go to look for information for that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal). Share with students that they may need to do simple searches on the Internet using search sites (e.g., Searching the Web) and explain how to use keywords to refine their searches (e.g., Advanced Search). Also, emphasize to students that they need to follow the steps for evaluating sources they find on the Internet (e.g., Evaluating Online Sources). Model for students how to find sources and evaluate them for the sample research question by checking reliability and accuracy. Model for students what happens when a research question does not yield enough sources. Demonstrate how to revise the research question as necessary.

2. Have students select a research question that is of high interest. Show students a research scaffold (e.g., Research Paper Scaffold) in which they can record their questions and capture information from multiple credible sources. Explain that more sources help build credibility in their writing; require that students use at least four reliable and accurate sources for their research. Point out to students that if they are researching and they are unable to find enough reliable sources, they may need to revise their research question.

Key Academic Terms:

writing, research, research report, resources, organize, plan, investigate

Additional Resources:

Scaffolding Methods for Research Paper Writing

Inquiry on the Internet: Evaluating Web Pages for a Class Collection

How to Write a Research Question

Develop a Research Plan

W.4.29

Writing Standards
Research to Build and Present Knowledge
W.4.29 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.

Instructional Outcomes

- Identify potential print and digital sources.
- Engage in close reading of identified print and digital resources.
- Identify relevant information from resources and write notes that relate to the research questions.

Guiding Questions and Instructional Activities:

How do you recall relevant information about a topic from experiences? How do you gather relevant information about a topic from print and digital sources? How do you take notes and categorize information?

1. Students learn how to recall information or gather information from sources beginning in second grade but will need to review the concept. Explain to students that they will conduct a short research project based on a question of their choosing. Once students have selected a research question on which to focus, have students brainstorm what they know about the topic from their own experiences. Explain that they will also need to determine the best sources to use for their research. Select a sample research question and project it. Lead a discussion about where students would go to look for information for that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal). Share with students that they may need to do simple searches on the Internet (e.g., Searching the Web) and explain how to use keywords to refine their searches (e.g., Advanced Search).

2. Have students use various print and digital sources to practice researching and note-taking. As students work to answer their research questions, have them select credible sources and use the graphic organizer to record notes.

Graphic Organizer: Note-Taking

Research Question:		
Idea:	**Fact:**	**Source:**
	Fact:	**Source:**
	Fact:	**Source:**

Have students share their findings with another student to review the sources. Create an ongoing list of credible sources for students to access when working on research projects.

3. Explain to students that when they are taking notes, they will either need to directly quote the source or write the ideas in their own words while giving credit to the author. Have students practice writing notes in their own words. Select a short informational text. Lead students through a reading of the text. Model how to select an idea from the text and write it in their own words.

4. Have students practice taking notes about their research questions. As students take their notes, have them directly transcribe and then write their notes in their own words in the graphic organizer.

Anchor Chart: Taking Notes Research Question:	
Notes from Text:	**In My Own Words:**
Notes from Text:	**In My Own Words:**
Notes from Text:	**In My Own Words:**

Use student responses to lead a discussion about effective note-taking.

How and why do you provide a list of sources?

1. Explain to students that to avoid plagiarism, they need to give credit to the authors of sources. Share with students the basic rules for citations (e.g., Citations for Beginners). Share basic citation formats for different types of sources. Model how to develop a bibliography for different types of sources. Provide students with basic information about different sources (e.g., website, book, magazine article, encyclopedia). In small groups or pairs, have students draft a bibliography using your school's standard citation format.
2. Have students use their notes in the graphic organizer where the sources are listed. Have students use the required citation format to develop a basic bibliography. Have students share these bibliographies with a partner or a small group for feedback on their use of citation formats. Students should review the feedback and revise their bibliographies as needed.

Key Academic Terms:

online, note-taking, organize, note, record, synthesize

Additional Resources:

Develop a Research Plan

Teaching Students to Avoid Plagiarism

Collect Information

Prove It! A Citation Scavenger Hunt

Writing Support (Guides to Citation and Documentation Style)

W.4.30

Writing Standards
Research to Build and Present Knowledge
W.4.30 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *Grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply *Grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Instructional Outcomes

- Identify the characteristics of analysis and define how it is used when thinking about literary and informational texts.
- Identify the characteristics of reflection and define how it is used when thinking about literary and informational texts.
- Identify the characteristics of research and define how it is used when thinking about literary and informational texts.
- Explain how to draw evidence to support analysis.
- Identify key details from literary and informational texts that are relevant to analysis.
- Explain how to draw evidence to support reflection.
- Identify key details from literary and informational texts that are relevant to reflection.
- Explain how to draw evidence to support research.
- Identify key details from literary and informational texts that are relevant to research.

Guiding Questions and Instructional Activities:

What is analysis? How do you analyze literary or informational texts? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support analysis?

1. Introduce the concept of literary analysis (e.g., Analyze Literary Text). Explain to students that when you analyze a text, you form a position based on textual evidence. Select a short literary or informational text that has enough textual evidence to support a statement. Lead students through a reading of the text. Model how to analyze using a "think aloud" method in which you describe your position and your thinking behind it. Explain how you formulated your position with textual evidence. Model how to write a brief analysis of the text.
2. Select a short literary text that has enough detail in it to support analysis of the theme. Have students read the text independently. Ask students to respond to a prompt such as "What is a theme of the text? How does the author develop the theme? What textual evidence supports your analysis of the theme?" Students should write a brief analysis in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' analyses and decide if the analysis is well reasoned and well supported by textual evidence. Students should evaluate the feedback and revise their analysis as needed.
3. Select a short informational text that has enough detail to support analysis of the overall structure. Have students read the text independently. Ask students to respond to a prompt such as "How does the author develop the text structure? What textual evidence supports your analysis?" Students should write a brief analysis in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' analyses and decide if the analysis is well reasoned and well supported by textual evidence. Students should evaluate the feedback and revise their analyses as needed.

What is reflection? How do you effectively reflect on literary or informational texts? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support reflection?

1. Students learn about informal reflection of what they have read beginning in early elementary school; however, they will need a formal introduction to the concept of reflection (e.g., Reflect on Text). Explain to students that when they reflect on a text, they are making connections to their own experiences and relating them to a text. Select a short literary or informational text that is conducive to reflection. Lead students through a reading of the text. Model how to use reflection with a "think aloud" method in which you describe your connection to the text and your thinking behind it. Explain how you

formulated your position with textual evidence from the text. Model how to write a brief reflection about the text.

2. Select a short literary text that has strong characterization. Have students read the text independently. Ask students to respond to a prompt such as "Do you agree with how the character *XYZ* responded to _____? Would you respond in the same way? Why or why not? Support your response with evidence from the text." Students should write a brief reflection in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' reflections and decide if the reflections are well reasoned and well supported by textual evidence. Students should review the feedback and revise their reflections as needed.
3. Select a short informational text that has enough detail to support reflection of how an author uses reasons and evidence to support a particular point. Have students read the text independently. Ask students to respond to a prompt such as "What point is the author trying to make in this text? Do you agree with the author? What textual evidence supports your reflection about the author's argument?" Students should write a brief reflection in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' reflections and decide if the reflections are well reasoned and well supported by textual evidence. Students should review the feedback and revise their reflections as needed.

What is research? How do you use literary or informational texts to conduct research? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support research?

1. Students learn about research beginning in third grade and are expected to use research as part of writing instruction. Remind students that they need to include textual evidence to help answer their research question and support their conclusions (e.g., Research). Select a short informational text that is conducive to answering a research question. Lead students through a reading of the text. Model how to research by using a "think aloud" method in which you show students how to use textual evidence to answer the research question. Model how to use textual evidence to write a brief answer to the research question.
2. Select several short informational texts that have enough details to support answering a research question. Have students read the texts independently. Ask students to respond to a research question related to the topic. Students should write a brief answer to the research question, based on the textual evidence from the informational texts. Students should work in small groups or pairs to share their responses. Students should respond to others' research and decide if the research is well reasoned and well supported by textual evidence. Students should review the feedback and revise their research responses as needed.

Key Academic Terms:

literary text, informational text, draw evidence, analysis, reflection, research, key details

Additional Resources:

4 Strategies to Model Literary Analysis

Citing Textual Evidence

Using Textual Evidence in Research Papers

Teaching Literary Analysis

Language

L.4.38

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).
L.4.38 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Instructional Outcomes

- Explain the characteristics of relative pronouns and relative adverbs.
- Identify correct and incorrect use of relative pronouns and relative adverbs in written passages.
- Use relative pronouns and relative adverbs correctly in writing.
- Differentiate between how the progressive verb tense and other verb tenses are formed and used.
- Identify correct and incorrect use of the progressive verb tense in written passages.
- Form and use the progressive verb tense correctly in writing.
- Explain the use of modal auxiliaries to convey conditions.

- Identify correct and incorrect use of modal auxiliaries in written passages.
- Use modal auxiliaries correctly in writing.
- Identify correct and incorrect use and order of adjectives in written passages.
- Use and order adjectives correctly in writing.
- Explain how prepositional phrases are formed and when they are used.
- Identify correct and incorrect use of prepositional phrases in written passages.
- Use propositional phrases correctly in writing.
- Explain complete sentences and differentiate them from fragments and run-ons.
- Identify correct use of complete sentences and incorrect use of fragments and run-ons in written passages.
- Use complete sentences correctly in writing.
- Recognize and correct the use of fragments and run-ons when revising writing.
- Explain the meanings of frequently confused words (e.g., *to, too, two; there, their*).
- Determine how frequently confused words are used in writing.
- Identify correct and incorrect use of frequently confused words in written passages.
- Use frequently confused words correctly in writing.

Guiding Questions and Instructional Activities:

What are relative pronouns and relative adverbs? How are relative pronouns and relative adverbs used in writing?

1. Review with students what a pronoun is and how it functions in a sentence. Explain that there is a special type of pronoun called a relative pronoun (e.g., Relative Pronouns). Share the anchor chart that presents common relative pronouns.

Anchor Chart: Common Relative Pronouns

Common Relative Pronouns	
who	Michael is the student **who** won the award.
whose	The director **whose** staff created the festival was please they raised so much money.
whom	Carrie is the friend with **whom** I volunteered at the recreation center.
which	Washington, D.C., **which** is the nation's capital, is located near the eastern coast of the United States.
that	This is the book **that** I read over the weekend.

Have students practice using relative pronouns in sentences (e.g., Practice: Relative Pronouns).

2. Choose a writing text that has multiple pronouns and cover or hide the pronouns. Project or display a word bank of the needed pronouns. Have students work independently, in small groups, or in pairs to complete the sentences with the correct pronouns. Once students have finished, review their answers, and correct any misconceptions.
3. Review with students what an adverb is and how it functions in a sentence. Explain that there is a special type of adverb called a relative adverb (e.g., Relative Adverbs). Share the anchor chart of common relative adverbs.

Anchor Chart: Common Relative Adverbs

Common Relative Adverbs	
where	This is the town **where** I was born.
when	May is the time **when** we begin to work on portfolios.
why	I understand **why** the book won that award.

Have students practice using relative adverbs in sentences (e.g., Practice: Relative Adverbs).

4. Choose a writing text that has multiple adverbs and cover or hide the adverbs. Project or display a word bank of the needed adverbs. Have students work independently, in small groups, or in pairs complete the sentences with the correct adverbs. Once students have finished, review their answers and correct any misconceptions.

What is the progressive verb tense? How is the progressive verb tense formed and when is it used?

1. Review the concept of verb tense. Remind students that verbs can be in the past tense, present tense, or future tense. Have students brainstorm examples of each type of verb and record their answers in a chart, like the following:

Anchor Chart: Verb Tense

Past Tense	Present Tense	Future Tense
I ran.	I run.	I will run.
He ate.	He eats.	He will eat.
They wrote.	They write.	They will write.

Introduce the progressive verb tenses. Explain to students they help to describe when an action is taking place with more specificity (e.g., More Verb Tenses). Help students create a similar chart using the same verbs as the previous exercise.

Anchor Chart: Progressive Verb Tense

Past Progressive Tense	Present Progressive Tense	Future Progressive Tense
I was running.	I am running.	I will be running.
He was eating.	He is eating.	He will be eating.
They were writing.	They are writing.	They will be writing.

Have students practice using the progressive verb tenses (e.g., More Verb Tenses). Have students work independently, in small groups, or in pairs to write sentences that use the past progressive, present progressive, and future progressive verb tenses.

2. Choose a writing text that has multiple examples of the use of progressive verb tense and cover or hide the progressive verb tenses. Display or project a word bank of the needed progressive verbs. Have students work independently, in small groups, or in pairs to complete the sentences with the correct progressive verbs. Once students have finished, review their answers and correct any misconceptions.

What are modal auxiliaries? How are modal auxiliaries (helping/linking verbs) used to convey conditions?

1. Review with students what a verb is and how it functions in a sentence. Explain that there are special kinds of verbs called modal auxiliaries (helping/linking verbs) which are used to help convey conditions (e.g., Main and Helping Verbs, Special Helping Verbs). Have students practice using modal auxiliaries in sentences (e.g., Practice: Main and Helping Verbs, Practice: Special Helping Verbs).
2. Choose a writing text that has multiple examples of the use of modal auxiliaries and cover or hide the modal auxiliary words. Display or project a word bank of the needed modal auxiliary words. Have students work independently, in small groups, or in pairs to complete the sentences with the correct modal auxiliary words. Once students have finished, review their answers and correct any misconceptions.

What are adjectives? How are adjectives used and ordered within sentences according to conventional patterns?

1. Review with students what an adjective is and how it functions in a sentence. Explain that there is an order of adjectives that is accepted when using more than one describing word. Share a chart that shows the rules for the order of adjectives (e.g., Order of Adjectives). Have students practice using ordering adjectives in sentences (e.g., Practice: Order of Adjectives).
2. Choose a writing text that has multiple examples of the order of adjectives and cover or hide the adjectives. Display or project a word bank examples. Have students work independently, in small groups, or in pairs to complete the sentences with the adjectives int the correct order. Once students have finished, review their answers, and correct any misconceptions.

What are prepositional phrases? How are prepositional phrases formed and when are they used?

1. Review with students what a preposition is and how it functions in a sentence (e.g., Prepositions). Explain that a group of words that begins with a preposition and ends with a noun or pronoun is called a prepositional phrase (e.g., Prepositional Phrases). Have students practice identifying prepositional phrases in sentences (e.g., Practice: Prepositional Phrases).
2. Choose a writing text that has multiple examples of prepositional phrases and cover or hide the prepositional phrases. Display or project a word bank of the needed prepositional phrases. Have students work independently, in small groups, or in pairs to complete the

sentences with the correct prepositional phrases. Once students have finished, review their answers, and correct any misconceptions.

What are complete sentences? How are they different from fragments and run-ons? How are inappropriate sentence fragments and run-ons corrected?

1. Review with students what a complete sentence is and how it is formed. Explain to students that all sentences must have a subject and a predicate expressing a complete thought. If a sentence is missing either a subject or a predicate, it is called a sentence fragment (e.g., Fixing Sentence Fragments). Have students practice identifying sentence fragments in sentences and correcting them (e.g., Practice: Sentence Fragments).
2. Review with students what a complete sentence is and how it is formed. Explain to students that sometimes emerging writers will join together two sentences that should be written separately. Explain that these are called run-on sentences (e.g., Fixing Run-on Sentences). Have students practice identifying run-on sentences and correcting them (e.g., Practice: Fixing Run-on Sentences).
3. Have students work in peer-editing partnerships or small groups to revise their own written work for sentence fragments and run-on sentences. Students should identify any places where run-on sentences or sentence fragments are used and make recommendations for changes. Students should review the feedback and revise their work as needed.

What are the differences in meaning for frequently confused words (e.g., *to, too, two; there, their*) and how are they used?

1. Explain to students that there are many words in English that can be confusing. Share charts of frequently confused words, including those that sound alike (homophones) or have similar spellings (e.g., Spelling Commonly Confused Words Correctly). Over the course of many lessons, have students take each group of commonly confused words and practice using them correctly in sentences that they compose. Have students practice using commonly confused words in their writing of longer texts (e.g., Practice: Spelling Commonly Confused Words Correctly).
2. Choose a writing text that has multiple examples of commonly confused words and cover or hide those words. Display or project a word bank of the missing words and add examples of incorrect choices (e.g., “two” for “too,” “who’s” for “whose,” “accept” for “except”). Have students work independently, in small groups, or in pairs to complete the sentences with the correct word. Once students have finished, review their answers, and correct any misconceptions.

Key Academic Terms:

language, conventions, grammar, usage, relative pronouns, relative adverbs, progressive verb tense, modal auxiliaries, adjectives, order of adjectives, prepositional phrases, complete sentences, fragments, run-ons, frequently confused words, homophones

Additional Resources:

Relative Pronouns

Relative Adverbs

Progressive Verb Aspect

Modal Verbs

Order of Adjectives

Adjective Order

Prepositional Phrases

Recognizing Fragments

Run-ons and Comma Splices

Commonly Confused Words Worksheets

L.4.39

Language Standards
Conventions of Standard English
L.4.39 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

Instructional Outcomes

- Explain the rules for correct capitalization, including sentence beginnings and proper nouns.
- Identify correct and incorrect use of capitalization in written passages.
- Use capitalization correctly in writing.
- Identify commas and quotation marks and their uses.
- Explain the rules for punctuating direct speech and quotations using commas and quotation marks.
- Identify correct and incorrect use of commas and quotation marks in examples of direct speech and quotations in written passages.
- Use commas and quotation marks correctly when using direct speech and quotations in writing.
- Identify coordinating conjunctions and their roles in compound sentences.
- Explain the use of commas when punctuating coordinating conjunctions in compound sentences.
- Identify correct and incorrect use of commas before coordinating conjunctions in compound sentences in written passages.
- Use commas before coordinating conjunctions in compound sentences correctly in writing.

- Identify resources for checking spelling, including word lists, dictionaries, and glossaries.
- Identify correct and incorrect use of Grade 4-appropriate words in written passages.
- Spell Grade 4-appropriate words correctly in writing.

Guiding Questions and Instructional Activities:

What are the rules for correct capitalization? When should words be capitalized?

1. Review with students what capitalization is and how it should be used correctly. Share with students the rules for capitalization (e.g., Capitalization). Have students practice using capitalization correctly (e.g., Practice: Capitalization).
2. Choose a writing text that has multiple examples of capitalization. Display or project a word bank of the needed words, including some that are purposely capitalized incorrectly. Have students work independently, in small groups, or in pairs to complete the sentences with the correct word and to correct any errors. Once students have finished, review their answers, and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in capitalization. Students should evaluate the peer-editing suggestions to revise their work as needed.

What is a comma? What is a quotation mark? How do you punctuate direct speech and quotations using commas and quotation marks?

1. Review with students what a comma is and how it functions in a sentence. Share with students the rules for using commas (e.g., Commas). Have students practice using commas (e.g., Practice: Commas).
2. Review with students what quotation marks are and how they function in a sentence. Share with students the rules for using quotation marks (e.g., Quotation Marks). Review how to use quotation marks and commas to punctuate direct speech and quotations. Have students practice punctuating direct speech and quotations (e.g., Practice: Quotation Marks).
3. Choose a writing text that has multiple examples of the punctuation of direct speech and quotations. Display or project a word bank of the needed direct speech and quotations, including some that are purposely punctuated incorrectly. Have students work independently, in small groups, or in pairs to complete the sentences with the correct direct speech or quotation and to correct any errors. Once students have finished, review their answers, and correct any misconceptions.

4. Have students work in peer-editing pairs to review their own written drafts, looking for places where there are missing commas and quotation marks when punctuating direct speech and quotations. Students should evaluate peer-editing suggestions to revise their work as needed.

What is a coordinating conjunction? What is a compound sentence? How do you use commas before coordinating conjunctions in a compound sentence?

1. Review with students what a coordinating conjunction is and how it functions in a sentence. Share with students the rules for using coordinating conjunctions (e.g., Coordinating Conjunctions). Have students practice using coordinating conjunctions (e.g., Practice: Coordinating Conjunctions).
2. Review with students what a compound sentence is. Share two simple sentences that can be joined to make a compound sentence by using a coordinating conjunction (e.g., Simple and Compound Sentences). Review how to use commas to form compound sentences. Have students practice joining compound sentences (e.g., Practice: Simple and Compound Sentences).
3. Choose a writing text that has multiple examples of punctuating compound sentences. Display or project a word bank of the needed compound sentences with the punctuation, including some that are purposely incorrectly punctuated. Have students work independently, in small groups, or in pairs to complete the sentences with the correct compound sentences and to correct any errors in punctuation. Once students have finished, review their answers and correct any misconceptions.
4. Have students work in peer-editing pairs to review written drafts, looking for places where there are missing commas needed to punctuate compound sentences. Students should evaluate peer-editing suggestions and revise their work as needed.

What are the grade-appropriate words you must spell correctly? What resources can you use to spell correctly?

1. Consult the district's scope and sequence to determine which words need to be learned for Grade 4 spelling. Follow the activities in your district's scope and sequence. Have students practice those words in one or more spelling activities (e.g., Spelling Activities).
2. Explain to students that when they are writing, they may encounter words they do not know how to spell. When assessing student writing, note words that students tend to misspell. Help each student create a personal list of words the student tends to misspell, to use as a reference when writing. This list might be utilized instructionally to note spelling errors related to mispronunciations, misspellings of high-frequency words, and commonly taught phonics skills. Create a class list of commonly misspelled words. Model for students how to

use resources such as an electronic spell checker or a dictionary (print or online) to find the correct spelling of words.

3. Have students select a draft of their own written work. Have students work in peer-editing partnerships to check for misspelled words. Have students find the correct spelling of words using an electronic spell checker or a dictionary (print or online) and revise accordingly.
4. Word sorts support spellers by providing pattern and meaning-based practice. Teachers provide words for students to sort by spelling patterns. Sorts can be guided by the teacher, completed with partners, or completed independently. Teachers can predetermine the spelling generalizations to be sorted and how they should be sorted. These are called closed sorts.

Closed Sort

ai	**ay**
rain	day

Sorts may also be open, and students determine the different ways the words can be sorted. Concept sorts involve sorting words by meaning.

Key Academic Terms:

language, conventions, capitalization, punctuation, spelling, comma, quotation marks, direct speech, quotation, coordinating conjunction, compound sentence, resources, word list, dictionary, glossary

Additional Resources:

Capitalization

Khan Academy: Simple and compound sentences

Commas in Dialogue

Spelling “Go Fish” Card Game

English Spelling: Making Sense of a Seemingly Chaotic Writing System

Guide to English Spelling Rules

4 Spelling Strategies You Won’t Want to Miss

Tips for Improving Spelling

LETRS -Language Essentials for Teacher of Reading and Spelling

L.4.41

Language Standards
Vocabulary Acquisition and Use
L.4.41 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Instructional Outcomes

- Define the meaning of context.
- Use context to determine the meaning of words and phrases.
- Use reference materials to check meanings derived from context.
- Identify the meanings of common Greek and Latin affixes and roots.
- Use meanings of common Greek and Latin affixes and roots to determine the meaning of words and phrases.
- Use reference materials to check meanings derived from Greek and Latin affixes and roots.
- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish between how each is used.
- Identify the pronunciation guide within reference materials.
- Explain what a precise meaning is and identify examples of words that have similar but nuanced meanings.
- Use print and digital reference materials to determine or clarify the meaning of words and phrases.

Guiding Questions and Instructional Activities:

What does the term *context* mean when trying to determine the meaning of a word or phrase? How do you use context to determine the meaning of a word or phrase?

1. Students learn about using context beginning in first grade but will need to review the concept. Explain to students that there are often clues to the meanings of unknown words or phrases in the text before and after the unknown word or phrase. Share with students the types of context that can be used to find word meaning (e.g., Context Clues). Have students use definitions, examples, or restatements as clues to figure out meanings of words or phrases (e.g., Practice: Context Clues). Model for students how to use context to determine the meaning of the words or phrases in the sentence.
2. Select a text with many embedded definitions, examples, and restatements. Have students work independently, in small groups, or in pairs to practice using context to determine the meaning of unknown words. Once students have completed the task, lead a discussion about their findings.
3. As students read independently, have students note two or three unknown words or phrases in the text selection. Have students attempt to use definitions, examples, and restatements to find their meaning. In a journal (digital or physical), have students note the word or phrase, the sentence in which the word or phrase is found, context that helps denote meaning, and the predicted meaning. Students should double-check their answer using a dictionary or online vocabulary reference.

What are affixes and roots? How do you use the meaning of common Greek and Latin affixes and roots to determine the meaning of a word?

1. Explain to students that the meaning of a word can often be constructed using knowledge of common Greek and Latin affixes and roots. Share with students a list of common Greek and Latin roots (e.g., Roots) that follow the district's scope and sequence. Have students work in small groups to define the meaning of each root, referencing a roots chart if needed. Have students work in small groups or pairs to practice using words with Greek and Latin roots in sentences (e.g., Practice: Roots). Lead a discussion about student findings.
2. Explain to students that affixes (prefixes and suffixes) can be added to a root to change the meaning (e.g., Prefixes, Suffixes). Have students work in small groups or pairs to practice using Greek and Latin affixes to determine meaning (e.g., Practice: Prefixes, Practice: Suffixes). Lead a discussion about student findings.
3. Select a few of the Latin or Greek roots to focus on (e.g., Graph). Introduce the meanings of the roots. Have students work in small groups or pairs to use common prefixes and suffixes with the roots to form words. Have students use the meanings of the roots and affixes

together to determine the meaning. Have students write a sentence for each word they form. Lead a classroom discussion about the sentences and the meaning of the words.

4. As students read independently, have students note two or three words with familiar Greek or Latin roots in the text selection. Have students attempt to use their prior knowledge of affixes and roots to find their meaning. In a journal digital or physical), have students note the word, the sentence in which the word is found, the roots and affixes, and the predicted meaning. Students should double-check their answer using a dictionary or online vocabulary reference.

What is a dictionary, glossary, and thesaurus? What is pronunciation? How do you use a reference material to determine pronunciation? What is a precise meaning? What print and digital reference materials can help determine or clarify the precise meaning of words and phrases?

1. Explain to students that they can use different print and digital reference materials to help determine or clarify the precise meaning of words and phrases, as well as to find out the pronunciation of a word. Project a sample dictionary entry (e.g., Anatomy of a Dictionary Entry). Review with students where they can find the pronunciation of a word. Review with students where they can note the parts of speech and precise meaning. Show a sentence that has an unknown vocabulary word in it. Have students predict the meaning of the word based on context and/or knowledge of roots and affixes. Model for students how to determine the part of speech of the word within the sentence. Model for students how to find the meaning of the word within a dictionary entry based on the part of speech. Explain to students that they should check their prediction against the precise meaning.
2. As students read independently, have students note two or three unknown words in the text selection. Have students attempt to use their prior knowledge of context and affixes and roots to find the meaning of the words. In a journal (digital or physical), have students note each word, the sentence in which the word is found, its part of speech, the context, roots and affixes, and the word's predicted meaning. Students should double-check their answer using a dictionary or online vocabulary reference. Students should also check the pronunciation of the word. Lead a discussion where students talk about the meaning of the unknown words, pronouncing the words correctly and explaining how they figured out their precise meaning.

Key Academic Terms:

vocabulary acquisition, meaning, multiple-meaning words, unknown words, context, affix, root, dictionary, glossary, thesaurus, pronunciation, precise meaning

Additional Resources:

Common Content Area Roots and Affixes

Latin and Greek Root Word Meaning Match

Root Words, Roots and Affixes

OED: The Entry Display

L.4.24

Language Standards
Vocabulary Acquisition and Use
L.4.42 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Instructional Outcomes

- Define different types of figurative language, including similes and metaphors.
- Distinguish between similes and metaphors.
- Describe similes and metaphors by deconstructing their meanings.
- Identify the characteristics of idioms, adages, and proverbs.
- Distinguish between idioms, adages, and proverbs.
- Define antonyms and synonyms.

Guiding Questions and Instructional Activities:

What is a simile? What is a metaphor? How are similes and metaphors different from each other? How do you understand the meaning of figurative language such as similes and metaphors?

1. Introduce the concept of figurative language by sharing examples (e.g., Understand Figurative Language). Explain to students that figurative language will describe and create an image to help the reader picture what is being said. Students may be familiar with similes and metaphors but will need to review them. Provide definitions of similes and metaphors (e.g., Similes, Metaphors). Have students practice writing similes and metaphors (e.g., Practice: Similes, Practice: Metaphors).

2. Select multiple short literary texts that have many simple similes and metaphors. Have students work in small groups or pairs and have students participate in a scavenger hunt to find examples of similes and metaphors in the text. Have students write the examples on index cards or sticky notes, along with the sentence(s) in which they were found. Model for students how to use context to help determine the meaning of the figure of speech.

What is an idiom? What is an adage? What is a proverb? How are idioms, adages, and proverbs different from each other? How do you identify the meaning of common idioms, adages, and proverbs?

1. Introduce the concept of idioms. Explain to students that idioms are sayings that have different figurative meanings from their literal meanings. Provide a definition and some examples of idioms (e.g., Idioms). Select a few idioms to discuss. Have students work in small groups or pairs to use their background knowledge and imaginations to develop meanings for the idioms (e.g., Idioms Practice). Lead a classroom discussion about the actual meaning of the idioms.
2. Introduce the concept of adages and proverbs. Explain to students that adages and proverbs are common sayings that either offer practical wisdom or are sayings that have been used for a long time. Provide a definition and some examples of adages and proverbs (e.g., Adages and Proverbs). Select a few adages and proverbs or mentor texts that incorporate adages and proverbs to discuss. Have students work in small groups or pairs to use their background knowledge and imaginations to develop meanings for the adages and proverbs (e.g., Adages and Proverbs Practice). Lead a classroom discussion about the actual meanings of the adages and proverbs.

What is an antonym? What is a synonym? What are common opposite pairs? What are common groups of words that have similar but not identical meanings?

1. Provide a definition and some examples of synonyms and antonyms (e.g., Understanding Word Relationships). Share with students the idea of a synonym and explain how synonyms can be used to help determine meaning (e.g., Synonyms). Share with students the idea of antonyms and explain how antonyms can be used to help determine meaning (e.g., Antonyms). Have students practice using word relationships and context to understand meaning (e.g., Synonyms Practice, Antonyms Practice). Have students work in small groups or pairs to use both their background knowledge and classroom resources to develop a list of words and related synonyms and antonyms. Lead a classroom discussion to brainstorm a classroom list that may be posted in the classroom.
2. Select or create a short literary text that has synonyms and antonyms that can provide meaning to other words. Compile a list of the words. Lead the students through a reading of

the text. Have students think about each of the words and its relationship to other words and determine its meaning. Have students use each of the words in their own writing.

Key Academic Terms:

vocabulary acquisition, figurative language, word relationships, similes, metaphors, idioms, adages, proverbs, antonyms, synonyms, opposites

Additional Resources:

Examples of Similes

Metaphor Examples for Kids

Simile and Metaphor—What's the Difference

Teaching Simile and Metaphor through Song

Idiom Site

Teaching Idioms

Examples of Adage in Literature

Animal Proverbs and Adages

Examples of Antonyms, Synonyms, and Homonyms

Antonyms, Synonyms, and Homonyms

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DATA RECOGNITION CORPORATION

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