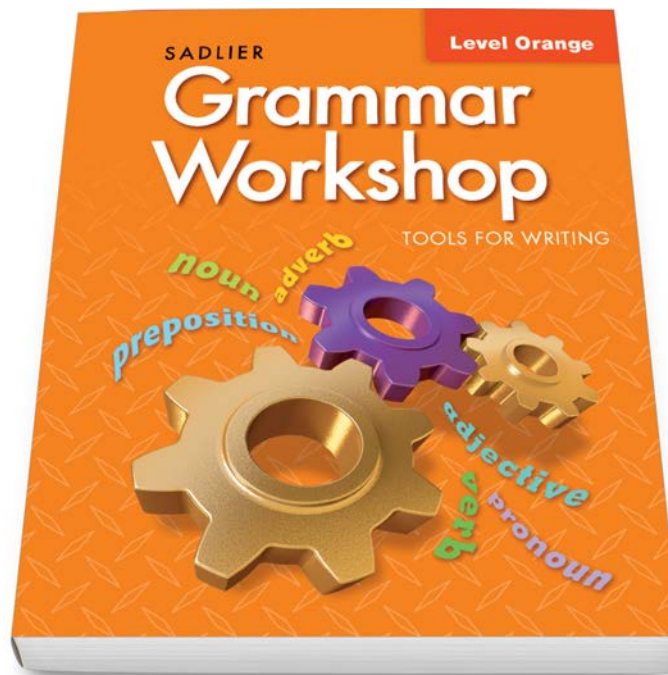


Grammar Workshop

Tools for Writing

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 4



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Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop: Tools for Writing* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop: Tools for Writing* offers the following key features and support:

1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Online reference tools

3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson

- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Talk About It: Discuss in every Unit Review
- Annotated Literary Models
- Strategic hints, tips, and reminders
- Interactive game for every lesson

5. As a Tool for Test Preparations

- Unit Tests in standardized-test formats
- Test-Taking Strategies
- Practice Quiz for every lesson
- Write About It in every Unit Review to practice for writing tests

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Key Aligned Content

LANGUAGE DOMAIN

Foundational Skills: Writing Language

Spelling

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>L.WF.4.2. Demonstrate command of the conventions of encoding and spelling.</p>	
<p>A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.</p>	N/A
<p>B. Write affixed words that involve a sound or spelling change in the base word.</p>	N/A
<p>C. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 50 Words Often Misspelled—SE pp. 224–227/TAE p. T45 • Lesson 51 Words Often Confused—SE pp. 228–231/TAE p. T45 • Unit 6 Review—SE pp. 232–233/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 234–235/TAE p. T46 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 50 Words Often Misspelled ○ Lesson 51 Words Often Confused • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 50 Words Often Misspelled ○ Lesson 51 Words Often Confused • Games <ul style="list-style-type: none"> ○ Lesson 50: Match It! ○ Lesson 51: Solve It!
<p>D. 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.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Use a Dictionary</p> <ul style="list-style-type: none"> • SE pp. 15, 31, 91,95, 135, 224, 228 <p>Writing Process Handbook</p> <ul style="list-style-type: none"> • Editing <ul style="list-style-type: none"> ○ Editing Questions: Usage <ul style="list-style-type: none"> Is every word spelled correctly? <ul style="list-style-type: none"> ▪ SE p. 247 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing Language

Spelling

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p style="text-align: center;"><i>continued</i></p> <p>D. 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.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S ANNOTATED EDITION Introduction</p> <ul style="list-style-type: none"> • Proven Instructional Approach <ul style="list-style-type: none"> ○ Direct Instruction <p>When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language, as well as the need to <u>consult a dictionary for help with spelling or clarification of word meaning.</u></p> <ul style="list-style-type: none"> ▪ TAE p. T4 <p>Proofreading Checklist</p> <ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> • Did I spell every word correctly? • If a word is a homophone, did I use the correct one? <ul style="list-style-type: none"> ▪ TAE p. T47

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <p>A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 49 Quotations (paragraphs in dialogue)—SE pp. 220–223/TAE p. T44 • Unit 6 Review—SE pp. 232–233/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 234–235/TAE p. T46 <p>DIGITAL RESOURCES* Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 49 Quotations • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 49 Quotations • Games <ul style="list-style-type: none"> ○ Lesson 49: Sort It! <p>STUDENT EDITION Writing Process Handbook</p> <ul style="list-style-type: none"> • Editing <ul style="list-style-type: none"> ○ Editing Questions: Mechanics <p>Are all paragraphs indented?</p> <ul style="list-style-type: none"> ▪ SE p. 247

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 24 Adjectives—SE pp. 112-115/TAE p. T31 • Lesson 25 <i>A, An, The</i>—SE pp. 116-119/TAE p. T31 • Lesson 26 Demonstrative Adjectives—SE pp. 120-123/TAE p. T32 • Lesson 27 Comparing with Adjectives—SE pp. 124-127/TAE p. T32 • Lesson 28 Comparing with <i>More</i> and <i>Most</i>—SE pp. 128-131/TAE p. T33 • Lesson 29 Comparing with <i>Good</i> and <i>Bad</i>—SE pp. 132-135/TAE p. T33 • Lesson 30 Adverbs—SE pp. 136-139/TAE p. T34 • Lesson 31 Comparing with Adverbs—SE pp. 140-143/TAE p. T34 • Unit 4 Review—SE pp. 156-157/TAE p. T36 • Unit 4 Grammar for Writing—SE pp. 158-159/TAE p. T36 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 24 Adjectives ○ Lesson 25 <i>A, An, The</i> ○ Lesson 26 Demonstrative Adjectives ○ Lesson 27 Comparing with Adjectives ○ Lesson 28 Comparing with <i>More</i> and <i>Most</i> ○ Lesson 29 Comparing with <i>Good</i> and <i>Bad</i> ○ Lesson 30 Adverbs ○ Lesson 31 Comparing with Adverbs • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 24 Adjectives ○ Lesson 25 <i>A, An, The</i> ○ Lesson 26 Demonstrative Adjectives ○ Lesson 27 Comparing with Adjectives ○ Lesson 28 Comparing with <i>More</i> and <i>Most</i> ○ Lesson 29 Comparing with <i>Good</i> and <i>Bad</i> ○ Lesson 30 Adverbs ○ Lesson 31 Comparing with Adverbs • Games <ul style="list-style-type: none"> ○ Lesson 24: Solve It! ○ Lesson 25: Solve It! ○ Lesson 26: Sort It! ○ Lesson 27: Crossword ○ Lesson 28: Solve It! ○ Lesson 29: Solve It! ○ Lesson 30: Solve It! ○ Lesson 31: Sort It!

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>C. Use independent clauses and coordinating conjunctions.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 5 Compound Sentences—SE pp. 24–27/TAE p. T20 • Unit 1 Review—SE pp. 36–37/TAE p. T21 • Unit 1 Grammar for Writing—SE pp. 38–39/TAE p. T21 <p><u>DIGITAL RESOURCES*</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 5 Compound Sentences • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 5 Compound Sentences • Games <ul style="list-style-type: none"> ◦ Lesson 5: Solve It!
<p>D. Form irregular verbs; form and use progressive tenses.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 20 Progressive Forms of Verbs—SE pp. 92–95/TAE p. T28 • Lesson 21 Irregular Verbs—SE pp. 96–99/TAE p. T29 • Lesson 22 More Irregular Verbs—SE pp. 100–103/TAE p. T29 • Unit 3 Review—SE pp. 108–109/TAE p. T30 • Unit 3 Grammar for Writing—SE pp. 110–111/TAE p. T30 <p><u>DIGITAL RESOURCES*</u> Unit 2 Noun</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 20 Progressive Forms of Verbs ◦ Lesson 21 Irregular Verbs ◦ Lesson 22 More Irregular Verbs • Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 20 Progressive Forms of Verbs ◦ Lesson 21 Irregular Verbs ◦ Lesson 22 More Irregular Verbs • Games <ul style="list-style-type: none"> ◦ Lesson 20: Solve It! ◦ Lesson 21: Solve It! ◦ Lesson 22: Solve It!

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>E. Form and use possessive nouns and pronouns.</p>	<p style="text-align: center;">POSSESSIVE NOUNS</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 11 Possessive Nouns—SE pp. 52–55/TAE p. T23 • Unit 2 Review—SE pp. 56–57/TAE p. T24 • Unit 2 Grammar for Writing—SE pp. 58–59/TAE p. T24 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 11 Possessive Noun • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 11 Possessive Noun • Games <ul style="list-style-type: none"> ○ Lesson 11: Solve It! <hr/> <p style="text-align: center;">POSSESSIVE PRONOUNS</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 39 Possessive Pronouns—SE pp. 176–179/TAE p. T39 • Unit 5 Review—SE pp. 188–189/TAE p. T40 • Unit 5 Grammar for Writing—SE pp. 190–191/TAE p. T40 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 39 Possessive Pronouns • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 39 Possessive Pronouns • Games <ul style="list-style-type: none"> ○ Lesson 39: Sort It!
<p>F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 45 Titles—SE pp. 204–207/TAE p. T42 • Lesson 49 Quotations—SE pp. 220–223/TAE p. T44 • Unit 6 Review—SE pp. 232–233/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 234–235/TAE p. T46 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 45 Titles ○ Lesson 49 Quotations • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 45 Titles ○ Lesson 49 Quotations • Games <ul style="list-style-type: none"> ○ Lesson 45: Solve It! ○ Lesson 49: Sort It!

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.</p>	<p style="text-align: center;">COMMA BEFORE A COORDINATING CONJUNCTION</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u></p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 5 Compound Sentences—SE pp. 24–27/TAE p. T20 • Lesson 7 Correcting Fragments and Run-ons—SE pp. 32–35/TAE p. T21 • Unit 1 Review—SE pp. 36–37/TAE p. T21 • Unit 1 Grammar for Writing—SE pp. 38–39/TAE p. T21 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 5 Compound Sentences ○ Lesson 7 Correcting Fragments and Run-ons • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 5 Compound Sentences ○ Lesson 7 Correcting Fragments and Run-ons • Games <ul style="list-style-type: none"> ○ Lesson 5: Solve It! ○ Lesson 7: Sort It! <hr/> <p style="text-align: center;">UNDERLINING, QUOTATION MARKS, OR ITALICS FOR TITLES</p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 45 Titles—SE pp. 204–207/TAE p. T42 • Lesson 49 Quotations—SE pp. 220–223/TAE p. T44 • Unit 6 Review—SE pp. 232–233/TAE p. T46 • Unit 6 Grammar for Writing—SE pp. 234–235/TAE p. T46 <p><u>DIGITAL RESOURCES*</u></p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 45 Titles ○ Lesson 49 Quotations • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 45 Titles ○ Lesson 49 Quotations • Games <ul style="list-style-type: none"> ○ Lesson 45: Solve It! ○ Lesson 49: Sort It!

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>H. Use apostrophes for possession.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 11 Possessive Nouns—SE pp. 52–55/TAE p. T23 • Unit 2 Review—SE pp. 56–57/TAE p. T24 • Unit 2 Grammar for Writing—SE pp. 58–59/TAE p. T24 <p><u>DIGITAL RESOURCES*</u> Unit 2 Nouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 11 Possessive Nouns • Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 11 Possessive Nouns • Games <ul style="list-style-type: none"> ○ Lesson 11: Solve It!
<p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p><u>STUDENT EDITION</u> Academic Words and Phrases Throughout the program, boldface lesson vocabulary defines key academic terms.</p> <p><i>Examples:</i> The connecting words <i>and</i>, <i>but</i>, and <i>or</i> are called coordinating conjunctions. (SE p. 24)</p> <p>A pronoun's antecedent is the noun the pronoun refers to. A pronoun and its antecedent must agree in number. (SE p. 160)</p> <p>A possessive noun shows <i>who</i> or <i>what</i> has something. A possessive pronoun takes the place of a possessive noun. (SE p. 176)</p>
<p>B. Choose words and phrases to convey ideas precisely.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Steps for revising Improve your word choice by replacing weak words with stronger ones. <ul style="list-style-type: none"> ▪ SE p. 245 ○ Revising Checklist Did I change any of my words to make my writing more interesting, precise, or powerful? <ul style="list-style-type: none"> ▪ SE p. 246

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>C. Choose punctuation for effect.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences <ul style="list-style-type: none"> Lesson 1 Kinds of Sentences—SE pp. 8–11/TAE p. T18 Unit 1 Review—SE pp. 36–37/TAE p. T21 Unit 1 Grammar for Writing—SE pp. 38–39/TAE p. T21 <u>DIGITAL RESOURCES*</u> Unit 1 Sentences <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Lesson 1 Kinds of Sentences Practice Quizzes <ul style="list-style-type: none"> Lesson 1 Kinds of Sentences Games <ul style="list-style-type: none"> Lesson 1: Sort It! </p>
<p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling <ul style="list-style-type: none"> Lesson 42 Writing Sentences Correctly—SE pp. 192–195/TAE p. T41 Unit 6 Review—SE pp. 232–233/TAE p. T46 Unit 6 Grammar for Writing—SE pp. 234–235/TAE p. T46 <u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Lesson 42 Writing Sentences Correctly Practice Quizzes <ul style="list-style-type: none"> Lesson 42 Writing Sentences Correctly Games <ul style="list-style-type: none"> Lesson 42: Sort It! </p>
<p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences <ul style="list-style-type: none"> Lesson 6 Complex Sentences—SE pp. 28–31/TAE p. T20 Unit 4 Adjectives, Adverbs, and Prepositions <ul style="list-style-type: none"> Lesson 32 Using <i>Good</i> and <i>Well</i>—SE pp. 144–147/TAE p. T35 Unit 5 Pronouns <ul style="list-style-type: none"> Lesson 41 Contractions with Pronouns—SE pp. 184–187/TAE p. T40 Unit 6 Capitalization, Punctuation, and Spelling <ul style="list-style-type: none"> Lesson 47 More Commas—SE pp. 212–215/TAE p. T43 Lesson 49 Quotations—SE pp. 220–223/TAE p. T44 <p style="text-align: right;"><i>continued</i></p> </p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p style="text-align: center;"><i>continued</i></p> <p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S ANNOTATED EDITION Introduction</p> <ul style="list-style-type: none"> • Proven Instructional Approach <ul style="list-style-type: none"> ○ Direct Instruction <p><u>When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language, as well as the need to consult a dictionary for help with spelling or clarification of word meaning.</u></p> <ul style="list-style-type: none"> ▪ TAE p. T4 • Best Practices for Teaching Grammar <ol style="list-style-type: none"> 4. Analyze the differences between formal and informal writing. You might encourage students to write informally to a close friend and then write the same message formally to a different audience. Then reverse the process by having students write formally first, then rewrite informally. By encouraging students to code-switch, you help them understand how purpose, audience, and genre influence a writer's decisions about language and conventions. You can also help students explore the relationship between oral and written language. <ul style="list-style-type: none"> ▪ TAE p. T10

Additional Aligned Content

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4

W.AW.4.1. 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 from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

continued

STUDENT EDITION / TEACHER’S ANNOTATED EDITION

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

Examples:

Imagine a beautiful island that you want people to visit. Use the items below to create a persuasive article about the island. Be sure to use complete sentences. (Lesson 6, SE p. 31)

Write a friendly letter or a business letter. If you write a friendly letter, tell a friend or relative what you like most about school this year. If you write a business letter, make a suggestion to the principal of your school for a program or activity that your school might offer. (Lesson 48, SE p. 219)

Write a short book report about a book you’ve enjoyed recently. Be sure to give the title and author of the book. Then give your opinion about the book. Tell why you think your classmates might enjoy the book, too. Use some of the homophones below in your report. (Lesson 50, SE p. 227)

- o Lesson 6, SE p. 31; Lesson 32, SE p. 147; Lesson 48, SE p. 219; Lesson 49, SE p. 227

STUDENT EDITION

Writing Process Handbook

- Planning
 - o B Choosing a Genre
 - Persuasive: Writing that tells your opinion about a specific topic and tries to convince readers to have that same opinion
 - SE p. 239
 - o C Choosing a Purpose
 - To persuade: Convince your readers through argument to agree with your idea or to act in a certain way.
 - SE p. 240
 - o D Choosing an Audience
 - When you write, think about your audience, the specific readers you want to read your work.
 - SE p. 240
 - o Planning Checklist
 - Do I know what genre I am writing?
 - Do I know my purpose for writing?
 - SE p. 241
- Drafting
 - o Learn
 - Plan the structure of your draft**
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - o SE p. 242
 - o Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - o SE p. 244

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p style="text-align: center;"><i>continued</i></p> <p>W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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 from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented. 	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ◦ Learn <p>Steps for revising</p> <ul style="list-style-type: none"> • Review every paragraph and every sentence to be sure the ideas flow. • Add or remove details and evidence to make your writing clearer. • Add transitional words and phrases to make your writing flow better. <ul style="list-style-type: none"> ◦ SE p. 245 ◦ Revising Checklist <ul style="list-style-type: none"> • Did I change how I organized my ideas to make my writing clearer? • Did I add or remove details and evidence to improve my writing? • Did I add transitional words and phrases to make my writing flow better? <ul style="list-style-type: none"> ◦ SE p. 246
<p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections 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 conclusion related to the information or explanation presented. <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION / TEACHER’S ANNOTATED EDITION</p> <p>Write Your Own</p> <p>Write Your Own encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i></p> <p>The computer is another invention that is changing our world. Use what you know about computers to complete each sentence. Add a complete subject or a complete predicate to each group of words. Write each sentence on the lines provided. Check a dictionary if you need help spelling a word. (Lesson 2, SE p. 15)</p> <p>Follow the directions below to write groups of three sentences. In your first sentence use the adjective in parentheses. In your second sentence use the adjective with -er. In your third sentence use the adjective with -est. (Lesson 27, SE p. 127)</p> <p>Write three sentences to compare the three sports in each group. In your first sentence, use the adjective in parentheses. In your second sentence, use more with the adjective. In your third sentence, use most with the adjective. (Lesson 28, SE p. 131)</p> <p>Write sentences about how to make or do something. Use the word in parentheses in each sentence. (Lesson 51, SE p. 231)</p> <ul style="list-style-type: none"> ◦ Lesson 2, SE p. 15; Lesson 17, SE p. 83; Lesson 18, SE p. 87; Lesson 19, SE p. 91; Lesson 27, SE p. 127; Lesson 28, SE p. 131; Lesson 30, SE p. 143; Lesson 31, SE p. 147; Lesson 35, SE p. 167; Lesson 42, SE p. 199; Lesson 50, SE p. 231 <p style="text-align: center;"><i>continued</i></p>

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WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4

continued

W.IW.4.2. Write informative/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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections 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 conclusion related to the information or explanation presented.

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Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

Example:

How is your school the same as Elm Point Elementary School? How is it different? Write a report that compares and contrasts the schools. Use details from the text on page 58. Include a variety of nouns in your text. Use the Writing Process Handbook on pages 236–251 to help you plan. When you are finished writing, then proofread your work. (SE p. 59)

- Unit 2 Review: Write About It (report), SE p. 59/TAE p. T24

STUDENT EDITION

Writing Process Handbook

- Drafting
 - Learn
 - Plan the structure of your draft**
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - SE p. 242
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - SE p. 244
 - Revising
 - Learn
 - Steps for revising**
 - Start with structure. Be sure that the order of your paragraphs makes sense.
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Add or remove details and evidence to make your writing clearer.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 245
 - Revising Checklist
 - Did I change how I organized my ideas to make my writing clearer?
 - Did I add or remove details and evidence to improve my writing?
 - Did I add transitional words and phrases to make my writing flow better?
 - SE p. 246

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p style="text-align: center;"><i>continued</i></p> <p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S ANNOTATED EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> Follow-Up: Writing Many lesson plans feature a multi-sentence, informative or explanatory text writing activity that applies the lesson skill. <p><i>Examples:</i></p> <p>Have students write five sentences that give home safety rules; students should use a lesson contraction in each. (Lesson 23, TAE p. T30)</p> <p>Have students write six sentences that compare how different animals move. Students should include at least one sentence each using comparative adverbs with <i>more</i>, <i>most</i>, <i>-er</i>, and <i>-est</i>. (Lesson 31, TAE p. T34)</p> <ul style="list-style-type: none"> Lesson 4, TAE p. T19; Lesson 9, TAE p. T22; Lesson 10, TAE p. T23; Lesson 11, TAE p. T23; Lesson 12, TAE p. T24; Lesson 13, TAE p. T25; Lesson 16, TAE p. T26; Lesson 17, TAE p. T27; Lesson 19, TAE p. T28; Lesson 20, TAE p. T28; Lesson 23, TAE p. T30; Lesson 24, TAE p. T31; Lesson 25, TAE p. T31; Lesson 27, TAE p. T32; Lesson 28, TAE p. T33; Lesson 29, TAE p. T33; Lesson 30, TAE p. T34; Lesson 31, TAE p. T34; Lesson 35, TAE p. T37; Lesson 36, TAE p. T37; Lesson 43, TAE p. T41; Lesson 44, TAE p. T42; Lesson 45, TAE p. T42; Lesson 46, TAE p. T43
<p>W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</p> <p>Write Your Own</p> <p>Write Your Own encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i></p> <p>Look at the picture below. Using the progressive forms of verbs, write a story based on the picture. Include at least four different progressive forms. Use a dictionary to help with spelling. (Lesson 20, SE p. 95)</p> <p>Write about a trip you took with your class. Tell where you went and what you saw. Describe the best part and worst part of the trip. Include the words better, best, worse, and worst in your descriptions. Check a dictionary if you need help spelling a word. (Lesson 29, SE p. 135)</p> <p>Imagine you are one of the students in the conversations below. Join each conversation by asking a question, making a statement, giving a command, or uttering an exclamation. Use quotation marks to set off your words.d. (Lesson 50, SE p. 223)</p> <ul style="list-style-type: none"> Lesson 1, SE p. 11; Lesson 10, SE p. 51; Lesson 20, SE p. 95; Lesson 21, SE p. 99; Lesson 22, SE p. 103; Lesson 26, SE p. 123; Lesson 29, SE p. 135; Lesson 39, SE p. 179; Lesson 41, SE p. 187; Lesson 44, SE p. 203; Lesson 45, SE p. 207; Lesson 47, SE p. 215; Lesson 48, SE p. 219; Lesson 49, SE p. 223 <p style="text-align: center;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4

continued

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

continued

continued

Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

For Example:

If you had lived in colonial times, what might your life have been like? Write a description. Use details from the text on page 110. Include a variety of verb tenses and contractions in your description. Use the Writing Process Handbook on pages 236–251 to help you plan. When you are finished writing your draft, then proofread your work. (Unit 3 Review, SE p. 111)

Write a story about someone else whose art is in the same school art show. Use details from the text on page 190. Include a variety of pronouns in your story. Use the Writing Process Handbook on pages 236–251 to help you plan. When you are finished writing your draft, then proofread your work. (Unit 5 Review, SE p. 191)

- Unit 1 Review: Write About It (story), SE p. 39/TAE p. T21
- Unit 3 Review: Write About It (description), SE p. 111/TAE p. T30
- Unit 5 Review: Write About It (story), SE p. 191/TAE p. T40
- Unit 6 Review: Write About It (friendly letter), SE p. 235/TAE p. T46

STUDENT EDITION

Writing Process Handbook

- Planning
 - Learn
 - A. Choosing a Topic
When he was asked to write about an important event in his life, Ben made this web to begin to list his ideas. From this list, he chose the topic “When I stood up to a bully at school.”
 - SE p. 238
 - C. Choosing a Purpose
To entertain: Share an experience or an idea with your readers.
 - SE p. 240
 - D. Choosing an Audience
 - SE p. 240
 - E. Collecting Details and Evidence
To write about the important event in his life, Ben put the details of his narrative in order by using a graphic organizer:
 - SE p. 241
 - Planning Checklist
 - SE p. 241
 - Drafting
 - Learn
Plan the structure of your draft
 - For narratives create a beginning, a middle, and an end.
 - SE p. 242

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4

continued

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

continued

- Drafting Checklist
 - Did I stay focused on my topic?
 - Did drafting spark some additional ideas that I used in my writing?
 - SE p. 244
- Revising
 - Learn
 - Steps for revising**
 - Start with structure. Be sure that the order of your paragraphs makes sense.
 - Review every paragraph and every sentence to be sure the ideas flow.
 - Improve your word choice by replacing weak words with stronger ones.
 - Add transitional words and phrases to make your writing flow better.
 - SE p. 245
 - Revising Checklist
 - Did I change any of my words to make my writing more interesting, precise, or powerful?
 - Did I add transitional words and phrases to make my writing flow better?
 - SE p. 246

TEACHER'S ANNOTATED EDITION

Lesson Plans

- Follow-Up: Writing
Many lesson plans feature a multi-sentence, narrative writing activity that applies the lesson skill.

Examples:

Have students write six sentences about two cousins who met at a park and what they did once they arrived there. Have them use a different past form from the chart on page 100 in each sentence. (Lesson 22, TAE p. T29)

Have students write six sentences friends might say to each other over the phone. Each sentence should start with an introductory word or contain the name of someone being spoken to. (Lesson 47, TAE p. T43)

- Lesson 8, TAE p. T22; Lesson 21, TAE p. T29; Lesson 22, TAE p. T29; Lesson 34, TAE p. T36; Lesson 37, TAE p. T38; Lesson 38, TAE p. T38; Lesson 39, TAE p. T39; Lesson 40, TAE p. T39; Lesson 41, TAE p. T40; Lesson 47, TAE p. T43; Lesson 48, TAE p. T44; Lesson 49, TAE p. T44

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

STUDENT EDITION / TEACHER'S ANNOTATED EDITION

Lesson 1-51

- Practice C (proofreading exercise)
The Practice C exercise provides an opportunity for students to apply lesson skills using proofreading marks to correct mistakes in the writing sample.
 - SE pp. 10, 14, 18, 22, 26, 30, 34, 38, 46, 50, 54, 58, 62, 66, 74, 78, 82, 86, 90, 94, 98, 102, 106, 110, 114, 122, 126, 130, 134, 138, 142, 146, 150, 158, 162, 166, 170, 174, 178, 182, 190, 194, 198, 202, 206, 210, 214, 218, 222, 226, 230

Grammar for Writing

- Proofreading Practice
 - Unit 1 Review, SE p. 39/TAE p. T38
 - Unit 2 Review, SE p. 59/TAE p. T58
 - Unit 3 Review, SE p. 111/TAE p. T110
 - Unit 4 Review, SE p. 159/TAE p. T158
 - Unit 5 Review, SE p. 191/TAE p. T190
 - Unit 6 Review, SE p. 235/TAE p. T234

STUDENT EDITION

Writing Process Handbook

- Planning, SE p. 234-241
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
 - Planning Checklist
- Drafting, SE pp. 242-244
 - A. Planning a Draft
 - B. Writing a Draft
 - Drafting Checklist
- Revising, SE pp. 244-246
 - A. Doing a Peer Review
 - B. Revising a Draft
 - Revising Checklist
- Editing, SE pp. 247-249
 - Editing Questions
 - Grammar
 - Mechanics
 - Usage
 - A. Checking Your Draft
 - Editing Checklist

TEACHER'S ANNOTATED EDITION

How to Use Proofreading Marks

- TAE p. T47

DIGITAL RESOURCES*

Units 1-6

- Proofreading Practice
 - Proofreading Passage
- Student Resources
 - Proofreading Checklist

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4	GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4
<p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 237–241 <ul style="list-style-type: none"> ○ A. Choosing a Topic ○ E. Collecting Details and Evidence ○ Planning Checklist
<p>W.WR.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 237–241 <ul style="list-style-type: none"> ○ Learn Collect and organize details and evidence to include in your writing. ○ E. Collecting Details and Evidence On a sheet of paper, jot down a list of details and evidence, or complete a graphic organizer to collect ideas about your topic. ○ Planning Checklist
<p>W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">WRITE ROUTINELY OVER EXTENDED TIME FRAMES</p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Write About It</p> <p>Before students begin the end-of-unit Write About It activity, review the Check It Out questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.</p> <p><i>Example:</i></p> <p>Write a story about someone else whose art is in the same school art show. Use details from the text on page 190. Include a variety of pronouns in your story. Use the Writing Process Handbook on pages 236–251 to help you plan. When you are finished writing your draft, then proofread your work. (SE p. 191)</p> <ul style="list-style-type: none"> ○ Unit 1 Review: Write About It (story), SE p. 39/TAE p. T21 ○ Unit 2 Review: Write About It (report), SE p. 59/TAE p. T24 ○ Unit 3 Review: Write About It (description), SE p. 111/TAE p. T30 ○ Unit 4 Review: Write About It (opinion), SE p. 159/TAE p. T36 ○ Unit 5 Review: Write About It (story), SE p. 191/TAE p. T40 ○ Unit 6 Review: Write About It (letter), SE p. 235/TAE p. T46 <p><u>STUDENT EDITION</u> Write Your Own</p> <p>Longer Write Your Own assignments require students to write several sentences or paragraphs.</p> <p><i>Examples:</i></p> <p>Look at the picture below. Using the progressive forms of verbs, write a story based on the picture. Include at least four different progressive forms. Use a dictionary to help with spelling. (Lesson 20, SE p. 95)</p> <p style="text-align: center;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

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continued

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

continued

continued

On the lines below, write your own funny script that shows a conversation between you and one or two friends. You can use jokes you know or a funny conversation you have heard for ideas. In your script, use introductory words and the names of people being spoken to. Use the script on page 214 as a model. (Lesson 47, SE p. 215)

Write a short book report about a book you've enjoyed recently. Be sure to give the title and author of the book. Then give your opinion about the book. Tell why you think your classmates might enjoy the book, too. Use some of the homophones below in your report. (Lesson 49, SE p. 227)

- Lesson 20, SE p. 95; Lesson 21, SE p. 99; Lesson 21, SE p. 103; Lesson 28, SE p. 135; Lesson 42, SE p. 199; Lesson 46, SE p. 215; Lesson 47, SE p. 219; Lesson 49, SE p. 227

TEACHER'S ANNOTATED EDITION

Lesson Plans

- **Follow-Up: Writing**
Many lesson plans feature a multiple-sentence writing activity that applies the lesson skill.

Examples:

Have students write six sentences about two cousins who met at a park and what they did once they arrived there. Have them use a different past form from the chart on page 100 in each sentence. (Lesson 22, TAE p. T29)

Have students write five sentences about a parent and child who disagree about something. Ask students to use a person's exact words in each sentence. (Lesson 49, TAE p. T44)

- Lesson 2, TAE p. T18; Lesson 4, TAE p. T19; Lesson 6, TAE p. T20; Lesson 9, TAE p. T22; Lesson 10, TAE p. T23; Lesson 11, TAE p. T23; Lesson 12, TAE p. T24; Lesson 13, TAE p. T25; Lesson 16, TAE p. T26; Lesson 17, TAE p. T27; Lesson 19, TAE p. T28; Lesson 20, TAE p. T28; Lesson 23, TAE p. T30; Lesson 24, TAE p. T31; Lesson 25, TAE p. T31; Lesson 27, TAE p. T32; Lesson 28, TAE p. T33; Lesson 29, TAE p. T33; Lesson 30, TAE p. T34; Lesson 31, TAE p. T34; Lesson 35, TAE p. T37; Lesson 36, TAE p. T37; Lesson 43, TAE p. T41; Lesson 44, TAE p. T42; Lesson 45, TAE p. T42; Lesson 46, TAE p. T43; Lesson 8, TAE p. T22; Lesson 21, TAE p. T29; Lesson 22, TAE p. T29; Lesson 34, TAE p. T36; Lesson 37, TAE p. T38; Lesson 38, TAE p. T38; Lesson 39, TAE p. T39; Lesson 40, TAE p. T39; Lesson 41, TAE p. T40; Lesson 47, TAE p. T43; Lesson 48, TAE p. T44; Lesson 49, TAE p. T44; Lesson 32, TAE p. T35; Lesson 5, TAE p. T20; Lesson 14, TAE p. T25; Lesson 15, TAE p. T26; Lesson 18, TAE p. T27; Lesson 26, TAE p. T32; Lesson 33, TAE p. T35; Lesson 51, TAE p. T45

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 4

GRAMMAR WORKSHOP, LEVEL ORANGE / GRADE 4

continued

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

continued

WRITE ROUTINELY OVER SHORTER TIME FRAMES

STUDENT EDITION

Write Your Own

Shorter **Write Your Own** assignments involve writing one or two sentences in response to the prompt.

Examples:

Use a linking verb to join a subject from Box A to a word from Box B, and write a sentence. You can add other words to your sentence, and you can use a choice from a box more than once. (Lesson 17, SE p. 83)

Think about the holidays listed below. Write a few sentences to explain why we celebrate each holiday. Tell how you might celebrate the holiday at school or at home. Use proper nouns in your sentences. (Lesson 43, SE p. 199)

- Lesson 1, SE p. 11; Lesson 2, SE p. 15; Lesson 6, SE p. 31; Lesson 10, SE p. 51; Lesson 11, SE p. 55; Lesson 12, SE p. 63; Lesson 16, SE p. 79; Lesson 17, SE p. 83; Lesson 18, SE p. 87; Lesson 19, SE p. 91; Lesson 20, SE p. 95; Lesson 21, SE p. 99; Lesson 21, SE p. 103; Lesson 26, SE p. 123; Lesson 27, SE p. 127; Lesson 28, SE p. 131; Lesson 29, SE p. 135; Lesson 30, SE p. 143; Lesson 31, SE p. 147; Lesson 35, SE p. 167; Lesson 38, SE p. 179; Lesson 40, SE p. 187; Lesson 42, SE p. 199; Lesson 43, SE p. 203; Lesson 44, SE p. 207; Lesson 46, SE p. 215; Lesson 47, SE p. 219; Lesson 48, SE p. 223; Lesson 49, SE p. 227; Lesson 50, SE p. 231