

EVIDENCE OF UNDERSTANDING

4TH GRADE ELA



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SPEAKING & LISTENING

READING



4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.

4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.



Evidence of Understanding

Students will apply effective communication skills through speaking and listening by using voice recorder or Clips to record dialogue about a topic using complete sentences and appropriate conversation.



Digital Tools

- *Story Telling Application* - [ChatterPix Kids](#)-, [Shadow Puppets EDU](#), [Book Creator](#), [Seesaw](#), [Pages](#), [Write About This](#), [Google Docs](#), [Google Story Builder](#), [Toontastic](#)
- *Video Editor*- [Do-Ink](#), [iMovie](#), [Clips](#), [WeVideo](#), [Flipgrid](#), [Loom](#), [PowerDirector](#),



In Practice

- Using their current library book, students will read a paragraph aloud while using a voice recording app similar to Sock Puppets to practice speaking and listening to themselves read.
- Students can also use apps such as Clips, that will include video of students reading aloud.

WRITING



4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.

4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member..



Evidence of Understanding

Students will report on a topic or retell a story with appropriate facts and details using coherent sentences.



Digital Resources

- *Video Editor* - [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Interactive Whiteboard Application* - [Showbie](#), [Realtimeboard](#), [Simple Whiteboard](#), [Explain EDU](#), [Jamboard](#), [ShowMe](#)
- *Presentation* - [Keynote](#), [Microsoft Powerpoint](#), [Google Slides](#)



In Practice

- Students will retell a story or share a topic of interest using either Clips or iMovie, Educreations, or other presentation tool.
- Students can use Clips to make and share videos that include words, effects, graphics, and commentary on a specific topic.
- Students can use Educreations to annotate, animate, and narrate any type of content to explain a concept.
- Keynote, Google Slides and Microsoft Powerpoint are presentation tools students will be able to use to create presentations with pictures, facts, and details pertaining to their topic.
- Students can work in groups or individually.

READING FOUNDATIONS

PRINT CONCEPTS



4.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.



Evidence of Understanding

Students will correctly form letters in both print and cursive.



Digital Resources

- *Content Application* - Cursive Words, Cursive Writing Wizard
- *Interactive Whiteboard Application* - Showbie, Realtimeboard, Simple Whiteboard, Explain EDU, Jamboard, ShowMe
- *Story Telling Application* - ChatterPix Kids-, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs, Google Story Builder,



In Practice

- Cursive Words is a tool students will use to practice cursive writing.
- Students will create ShowMe videos demonstrating proper letter formation and penmanship.
- Using a stylus, students can use Book Creator to create a journal of their practice using cursive words.

PHONICS AND WORD STUDY



4.2.PWS.1 Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.



Evidence of Understanding

Students will practice saying multisyllabic words they identify while reading a text of their choice.



Digital Resources

- *Voice Record Application* - Voice Memos, Voice Record Pro
- *Video Editor*- Clips, iMovie, WeVideo, WeVideo, Flipgrid, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video,



In Practice

- Students can use a voice recording app Voice recorder to work independently or in pairs to record their voice practicing saying multisyllabic words they identify while reading a text of their choice.
- After practicing using multisyllabic words, students can split into pairs creating a video using Clips saying and describing the meaning of the multisyllabic words they are saying.

FLUENCY



4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.

4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.



Evidence of Understanding

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.



Digital Resources

- *Digital Portfolio - [Seesaw](#)*
- *Video Editor- [Clips](#), [iMovie](#), [WeVideo](#)*
- *Voice Record Application - [Clips](#), [iMovie](#), [WeVideo](#), [WeVideo](#), [Flipgrid](#), [Loom](#), [PowerDirector](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#),*



In Practice

- Students will be able to practice fluency by recording their voices while reading independently or in pairs.
- Students can practice together and then listen to their recording.
- Students can use Voice recorder, Seesaw, Clips, or any other tool that will allow them to practice fluency using a variety of texts.

READING & WRITING PROCESS

READING



4.2.R.1 Students will distinguish how key details support the main idea of a passage.

4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.

4.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.

4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text..



Evidence of Understanding

Students will paraphrase main ideas with supporting details from a selected text.



Digital Resources

- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *Interactive Whiteboard Application* - [Explain EDU](#), [Jamboard](#), [ShowMe Sketches School](#), [Educreations](#), [Whiteboard: Absolute Board](#), [Google Jamboard](#), [Explain](#)



In Practice

- Students will summarize/paraphrase a story using approximately five slides in a presentation application.
- One slide will be the title and author of the book as well as what genre the book/story is.
- The other slides will contain important details/main ideas from the text in chronological order.
- Slides may include pictures.

WRITING



3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.

3.2.W.2 Students will edit drafts and revise for clarity and organization.

3.2.W.3 Students will correctly spell grade-appropriate words while editing.

3.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries)..



Evidence of Understanding

Students will create a digital dictionary throughout the year to use as a resource for correct spellings and definitions.



Digital Resources

- *Content Application* - SAS Punctuation Rules!
- *Word Processor* - Pages, Microsoft Word, Google Docs



In Practice

- SAS Punctuation Rules! will support students with basic rules with the use of punctuation and the meaning. Quizzes are also available in this application.
- Students will create a digital dictionary in a word processing application.
- Students will keep words in alphabetical order; include the definition and can attach pictures to aid in meaning.
- Students can use their digital dictionary across all subject areas.

CRITICAL READING & WRITING

READING



4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.

4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/ or informational text.

4.3.R.3 Students will describe key literary elements:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- theme

4.3.R.4 Students will find examples of literary devices:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- symbolism*
- tone*

4.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.

4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/ solution, cause/ effect).

4.3.R.7 Students will ask and answer inferential questions using the text to support answers.



Evidence of Understanding

Students will create a digital poster highlighting a literary element.



Digital Resources

- *Design Tools* - Canva, Web Poster Wizard, Collage Maker
- *Presentation* - Keynote, Microsoft Powerpoint, Google Slides



In Practice

- Students will use digital tools to show their knowledge of a literary element.
- Students can use literary devices and create a video or presentation giving different examples of that literary device through pictures, phrases, or videos.

WRITING



4.3.W.1 NARRATIVE incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.

4.3.W.2 INFORMATIONAL- Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.

4.3.W.3 OPINION Students will express an opinion about a topic and provide fact- based reasons as support.



Evidence of Understanding

Students will write a narrative, informational or opinion piece that is well organized thoughts with correct grammar and punctuation.



Digital Resources

- *Content Application* - [SAS Punctuation Rules!](#)
- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *Presentation* - [Keynote](#), [Microsoft Powerpoint](#), [Google Slides](#)
- *Digital Portfolio* - [Seesaw](#), [Book Creator](#)
- *Mind Mapping Application* - [Venn Diagram](#), [Mindomo](#), [iMindMap Kids](#)



In Practice

- Using a word processor, students will create a narrative based on their favorite family trip. Students can also include drawings to go along with their stories.
- Using Venn Diagrams students will compare and contrast two types of dessert. Students will then use Pages or equivalent to explain which one they prefer and why.
- Using Clips or iMovie students can create videos, informing the audience about the life cycle of a plant from seed to plant.
- Students can highlight main ideas and key details using the drawing and text features.

VOCABULARY

READING



4.4.R.1 Students will increase knowledge of academic, domain- appropriate grade-level vocabulary to infer meaning of grade-level text.

4.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.

4.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple- meaning words.

4.4.R.4 Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.

4.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words..



Evidence of Understanding

Students will use word parts (affixes, roots and stems) to define and determine the meaning of new words and use dictionaries to determine meanings and pronunciation.



Digital Resources

- *Interactive Whiteboard Application* - [Absolute Board](#), [Realtimeboard](#), [Simple Whiteboard](#), [Jamboard](#)
- *Reference* - [Websters Dictionary](#)



In Practice

- Provide half of the students with a list of prefixes (e.g. under, over, pre, etc). and the other half with a list of root words (e.g. fed, plan, etc.)
- Working in pairs or small groups one student will select a prefix and write it on their white board app while their partner selects a root word and writes it on their white board app.
- Students will put their word parts together to create a new word (ex. under + fed = underfed) and if needed look up the meaning.
- Students will be asked to share with the class some of the words they came up with and their meaning.

WRITING



4.4.W.1 Students will use domain- appropriate vocabulary to communicate ideas in writing.

4.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.



Evidence of Understanding

Students will apply appropriate vocabulary in their writing and communicate clearly.



Digital Resources

- *Presentation* - [Keynote](#), [Microsoft Powerpoint](#), [Google Slides](#)



In Practice

- After watching a video on a selected topic (could be science/history/etc), have students respond to this question: "What did you learn from this video that surprised you?" Ask students to include vocabulary from the video.
- After a few minutes, have students pass paper to the student to their right. Each student writes a response to the paper they have just received. Trade papers in a few minutes and have students respond to the first two comments.
- Once the third rotation is complete, have student discuss their ideas out loud with the people they traded papers with.
- Each group will create one slide or a one page presentation summarizing what the members of their group learned from the video.
- Each group will share their presentation with the rest of the class for critique.

LANGUAGE

READING



4.5.R.1 Students will recognize pronouns and irregular possessive nouns.

4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.

4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs.

4.5.R.4 Students will recognize prepositional phrases and conjunctions.

4.5.R.5 Students will recognize the subject and verb agreement.



Evidence of Understanding

Students will recognize and identify parts of speech.



Digital Resources

- *Presentation* - Keynote, Microsoft Powerpoint, Google Slides
- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Digital Book* - Pages, Book Creator



In Practice

- Students are given the chorus of a song.
- Using the chorus, students will identify the part of speech for each word of the chorus.
- Students will then create a digital book that contains one page for each word in the chorus.
- Students can insert a recording of the chorus either the original or create their own.

WRITING



4.5.W.1 Students will capitalize

- familial relations
- proper adjectives
- conventions of letter writing

4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.

4.5.W.3 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.

4.5.W.4 Students will compose declarative, interrogative, imperative, and exclamatory sentences.



Evidence of Understanding

Students will show their knowledge of appropriate grammar, punctuation and mechanics as they create a digital photo collage.



Digital Resources

- *Photo Editor* - [Pic Collage](#), [Adobe Spark](#), [Canva](#), [Phonto](#), [Mematic Meme Maker](#), [Pics for Learning](#), [Photo for Class](#), [PhotoScissors.com](#)
- *Digital Portfolio* - [Seesaw](#), [Book Creator](#)



In Practice

- Allow students to go on a scavenger hunt within a classroom or library to identify different sentence types, contractions, and punctuation in books they are reading or in stories/articles you provide.
- Students will take pictures of the sentences, punctuation, and grammar on the scavenger hunt.
- Students will combine their pictures into a collage using Photo Collage or similar app, labeling the appropriate grammar, punctuations and mechanics.
- Students can share with the class some of their pictures and explain which category it represents.

RESEARCH

READING



4.6.R.1 Students will use their own viable research questions to find information about a specific topic.

4.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.

4.6.R.3 Students will determine the relevance and reliability of the information gathered



Evidence of Understanding

Students will develop their own presentation to show their ability to comprehend, evaluate, and synthesize resources to acquire and refine knowledge of a topic.



Digital Resources

- *Word Processor - [Pages](#), [Microsoft Word](#), [Google Docs](#)*
- *QR Code Generator - [QR Code Generator](#), [QR Stuff](#), [Flowcode](#)*
- *QR Code Reader: [Scan](#), [Google](#), [QR Code Reader & Scanner](#)*



In Practice

- Assign students a topic to research (tie it to science, history or a book/story students are reading)
- Have students create a word processing document with brief important facts about the topic and include photos with student created captions. (This document is like a one page poster with information and facts about the research topic.)
- Students can create a QR code to include on the document that links to a video related to the research topic.

WRITING



4.6.W.1 Students will generate a viable research question about a specific topic.

4.6.W.2 Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.

4.6.W.3 Students will summarize and present information in a report.



Evidence of Understanding

Students will summarize or paraphrase text for multiple purposes.



Digital Resources

- *Presentation - [Keynote](#), [Microsoft Powerpoint](#), [Google Slides](#)*
- *Mind Mapping Application - [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+](#), [Mind Mapping](#), [Inspiration Maps](#), [Mindomo](#), [iMindMap Kids](#), [GitMind](#), [Lucidchart](#), [Bubbl.us](#)*



In Practice

- Students will be able to use the Venn Diagram or Simple Mind+ Mind Mapping application to organize the research information they gathered individually or as a group.
- Student will be able to use the Notes application or other note taking software to jot down information and collect initial data for their projects.
- Students will be able to use the Keynote application or Powerpoint to create multimedia presentations, organizing their research.
- Students need to site where their information came from on the last slide.

MULTIMODAL LITERACIES

READING



4.7.R.1 Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

4.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.



Evidence of Understanding

Students will create a multimodal presentation over a a specific product.



Digital Resources

- *Design Tools* - [Canva](#), [Web Poster Wizard](#), [Collage Maker](#)
- *Voice Record Application* - [Voice Memos](#), [Voice Record Pro](#)
- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#), [Kidtopia](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Clips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)
- *Presentation* - [Keynote](#), [Microsoft Powerpoint](#), [Google Slides](#)



In Practice

- Students will work in small groups to create a digital poster, commercial and/or radio ad based on research over a a specific product.
- Students will share presentations with the class, then compare and contrast how media affects the message.

WRITING



4.7.W.1 Students will create multimodal content that effectively communicates an idea using technology or appropriate media.

4.7.W.2 Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.



Evidence of Understanding

Students will use a story telling application to present their information effectively.



Digital Resources

- *Story Telling Application* - Puppet Pals, ChatterPix Kids, Shadow Puppets EDU, Book Creator
- *Presentation* - Keynote, Microsoft Powerpoint, Google Slides
- *Video Editor*- Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Clips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video



In Practice

- Students will pick a super hero to research.
- Students will use a story telling application to create the superhero in a cartoon format.
- Using telling app, students will then be able to have the cartoon present the information they gathered from the research.
- Students will share their presentations with the class or in small groups.

INDEPENDENT READING & WRITING

READING



4.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.



Evidence of Understanding

Students will demonstrate their ability to read independently by summarizing a piece of literature for a video commercial.



Digital Resources

- *Content Library* - [Epic!](#), [Time for Kids](#), [Lit2Go](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Clips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)



In Practice

- Have the students use Clips or similar app to create a 90 sec commercial about the book or material they just read.
- The purpose of the commercial is to give others a brief summary of the book or material that will entice others to want to read the book.
- The commercial must include title and author of the book or material.

WRITING



4.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.



Evidence of Understanding

Students will write for extended periods for a variety of audiences.



Digital Resources

- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Presentation* - Keynote, Microsoft Powerpoint, Google Slides
- *Digital Portfolio* - Seesaw, Book Creator
- *Sketch Application*- Paper by 53, Sketches School, Notes, ibis, Absolute Board, Google Draw, Auto Draw,



In Practice

- Students will create a writing journal that is maintained throughout the year.
- In the Pages application or other writing applications students will write and draw their creativity during a free write or based on a prompt given by the teacher.
- In Pages, students can choose the book template to create their own book.
- Students will take/add pictures, and write their thoughts down with text or use a stylus to practice their cursive.
- Keynote and Google slides work very similar to pages for journal writing.
- Paper by 53 is also a great tool to use for journal writing.

RESOURCES

TEACHER RESOURCES

- [Common Sense Media for Education](#)
- [Educators Lead with Jay Willis](#) (podcast)
- [Epic](#)
- [Glogster](#)
- [Lit2Go](#)
- [Literacy](#) (iBook)
- [Reading Rockets](#)
- [Read Write and Think](#)
- [Read Works](#)
- [Scholastic](#)
- [Storynory - Stories for Kids](#) (podcast)
- [Visuwords](#)
- [Vocabulary Spelling City](#)

STUDENT RESOURCES

- [Book Creator](#)
- [Comic Book](#)
- [Creative Book Builder](#)
- [Cursive Words](#)
- [Dragon Anywhere](#)
- [Fact Fragment Frenzy](#)
- [Inspiration Maps](#)
- [Kid Rex](#)
- [Mad Libs](#)
- [Newsela Student](#)
- [Popplet](#)
- [Puppet Pals](#)
- [Story Line Comix](#)
- [Storyline Online](#)
- [Toontastic](#)
- [Wikipedia](#)
- [Word Matrix](#)
- [Word Mover](#)