

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2016**

**Language Arts Literacy**

**Grade 4**

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*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

Mr. Michael J. Fetherman

Board of Education

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# Grade 4

## Statement of Purpose

The fourth grade language arts literacy curriculum was designed to seamlessly integrate reading, writing, speaking, and listening while continuing to build upon the previously established fluent reading skills of all students. An emphasis is placed upon on the ability to analyze and write from complex texts, and strategies will be implemented that enable students to vary forms, style, and conventions in order to write for different audiences, contexts, and purposes. Fourth grade students will have the opportunity to read a variety of genres, ranging in text complexity, for purpose and understanding. Students will further utilize their higher order thinking abilities to challenge themselves to understand text at a deeper level and to report this information in the form writing and speaking. Likewise, the fourth grade curriculum offers a variety of ways for instructors to infuse technology while providing students ample opportunities to explore its benefits.

**This curriculum was written in accordance with the  
*NEW JERSEY STUDENT LEARNING STANDARDS*  
for English Language Arts**

The standards are located at <http://www.state.nj.us/education/aps/cccs/lal/>  
A full listing of the Grade 4 New Jersey Student Learning Standards  
can be found at the end of this document.

## Grade 4 - Scope and Sequence

Grade 4 - Scope and Sequence	
<b>Unit 1</b>	<b>September – October</b>
<b>Unit 2</b>	<b>November – January</b>
<b>Unit 3</b>	<b>January – February</b>
<b>Unit 4</b>	<b>March – April</b>
<b>Unit 5</b>	<b>April – June</b>

## Grade 4 Language Arts Literacy

### Unit 1

In Unit 1, fourth grade students will explain what a text explicitly states through inferences, main idea, and theme. Through an analysis of the structural elements of poems, prose, and drama, students will develop a comprehensive understanding of the various ways writers express themselves. Additionally, students will develop narratives for real or imagined experiences using character description, dialogue, comparisons of point of view for first and third person, and details from a variety of fictional texts. Likewise, opinion pieces will be created by using opening statements that express personal opinion and by supporting these opinions with factual text-based evidence.

#### 21<sup>st</sup> Century Skills:

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

#### Unit 1 Learning Targets

##### Students will be able...

- to ask appropriate questions during reading to make predictions, connections and inferences to gain better understanding of text.
- to respond to text with written responses utilizing textual evidence.
- to analyze literary and informational texts.
- to identify theme within a selection of literature.
- to write a strong opinion pieces using specific supporting details and a well written conclusion.
- to use details from a text to write a narrative with an introduction, sequence of events, characters, and a conclusion.
- to compare and contrast first person and third person point of view
- to demonstrate command of keyboarding skills
- to participate in small and whole group discussions with agreed upon rules

Student Learning Objectives	Corresponding NJSLs
Explain what a text explicitly states.	<b>RL.4.1; RI.4.1</b>
Draw inferences from a text and make relevant connections when referring to details and examples.	<b>RL.4.1; RI.4.1</b>
Identify the theme of the story, drama, or poem using details from the text.	<b>RL.4.2</b>
Describe in depth a character using direct quotations and evidence from literature.	<b>RL.4.3</b>
Explain the major differences between poems, drama, and prose.	<b>RL.4.5</b>
Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	<b>RL.4.5</b>
Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	<b>RL.4.5</b>
Compare and contrast the points of view of a first person narrative versus a third-person narrative.	<b>RL.4.6</b>
Compare, contrast and reflect on patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>RL.4.9</b>
Determine the main idea of grade level text.	<b>RI.4.2</b>
Explain how key details from the text support the main idea.	<b>RI.4.2</b>
Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9</b>

Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	<b>RF.4.3.a</b>
Read grade-level text with purpose and understanding.	<b>RF.4.4.a</b>
Read prose and poetry with fluency and expression.	<b>RF.4.4.b</b>
Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.4.4.c</b>
Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author’s purpose (thesis).	<b>W.4.1.a</b>
State reasons that support the thesis statement (reference text when appropriate).	<b>W.4.1.b</b>
Develop a narrative including an introduction of a narrator and/or characters.	<b>W.4.3.a</b>
Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	<b>W.4.3.b,e</b>
Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.	<b>W.4.4</b>
With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.	<b>W.4.5</b>
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.	<b>W.4.6</b>
Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>W.4.6</b>
Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific time frames, tasks, purposes, and audiences.	<b>W.4.10</b>
Create questions and talking points to facilitate discussions after reading required material.	<b>SL.4.1.a</b>
Identify various roles and follow agreed-upon rules in small and whole group discussions.	<b>SL.4.1.b</b>
Paraphrase portions of a text read aloud or from information presented in diverse media and formats, including visually, quantitatively and orally.	<b>SL.4.2</b>
Construct complete sentences.	<b>L.4.1.f</b>
Recognize and correct inappropriate sentence fragments and run-ons.	<b>L.4.1.f</b>
Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.	<b>L.4.2.a,b,d</b>
Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.	<b>L.4.5.c</b>

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> <li>● How does questioning help determine the meaning of text?</li> <li>● How do writers create an effective narrative, informational or opinion-based writing piece?</li> <li>● How do readers determine the message the author is trying to convey?</li> <li>● How do I make sense of and respond to poems?</li> </ul>	<ul style="list-style-type: none"> <li>● Good readers ask questions to help comprehend text.</li> <li>● Readers differentiate between main idea and supporting details to construct meaning of text.</li> <li>● Writers develop strong supporting evidence to support opinion statement.</li> <li>● Poets use poetic devices such as rhyme, rhythm, repetition, line breaks, and figurative language to convey meaning.</li> </ul>

Standard Code #	New Jersey Student Learning Standards
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.3</b>	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>RL.4.5</b>	Explain major differences between 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.
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RL.4.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.3</b>	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.
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>RI.4.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>RI.4.7</b>	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.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>RI.4.9</b>	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)
<b>RF.4.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<b>RF.4.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>W.4.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, <i>in order to</i>, <i>in addition</i>).</p>

	d. Provide a conclusion related to the opinion presented.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to situations.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul>
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> </ul>
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> <li>● Scholastic Test</li> </ul>
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> <li>● Share and Show with Whiteboards</li> <li>● Hand Signals</li> <li>● Conference</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Quiz</li> <li>● Summary Frames</li> <li>● Oral Questioning</li> <li>● Tic-Tac-Toe</li> <li>● I Have, Who Has the Answer?</li> <li>● Word Sort</li> <li>● Reciprocal Questioning</li> <li>● K-W-L</li> </ul>
<b>Instructional Materials and Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, <b>Pearson Learning Group</b></li> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● <i>Write Habits</i>, <b>Pearson Learning Group</b></li> <li>● <i>The Daily Five</i>, <b>Stenhouse Publishers</b></li> <li>● <i>The CAFE Book</i>, <b>Stenhouse Publishers</b></li> <li>● <i>Developmental Reading Assessment</i>, <b>Celebration Press/Pearson Learning Group</b></li> <li>● <i>Scholastic Magazine</i>, <b>Scholastic Inc.</b></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https:// www.teacherspayteachers.com</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>SMART Exchange</i>, <a href="http://exchange.smarttech.com">http://exchange.smarttech.com</a></li> <li>● <i>Readworks.Org</i>, <a href="http://www.readworks.org">http://www.readworks.org</a></li> <li>● <i>The Partnership for Assessment of Readiness for College and Careers</i>, <a href="http://parcc.pearson.com/">http://parcc.pearson.com/</a></li> </ul>	
<b>Integration of Technology</b>	
<ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board</li> <li>● Google Docs</li> <li>● Kindle</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Newsela</i>, <a href="https://www.newsela.com">https://www.newsela.com</a></li> <li>● <i>Scholastic</i>, <a href="https://www.scholastic.com">https://www.scholastic.com</a></li> <li>● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a></li> <li>● <i>Moby Max</i>, <a href="http://www.mobymax.com">http://www.mobymax.com</a></li> </ul>
<b>Curriculum Development Resources</b>	
<ul style="list-style-type: none"> <li>● <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></li> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.state.nj.us/education/aps/cccs/lal/">http://www.state.nj.us/education/aps/cccs/lal/</a></li> </ul>	

## Grade 4 Language Arts Literacy

### Unit 2

Throughout Unit 2, fourth grade students continue to examine informational and narrative text structures. They will learn about the various text features, their use, and how each contributes to and clarifies a text. Strategies will be implemented to develop summarization skills as well as to distinguish between first-hand and second-hand accounts of the same events. Additionally, students will develop the skills needed in order to make connections across texts, to draw conclusions, and to design their own informed opinions. By effectively applying these strategies, students will learn to clearly organize and write narrative, informative, and explanatory essays.

#### 21<sup>st</sup> Century Skills:

- |  |                        |
|--|------------------------|
| <u>X</u> Creativity & Innovation               | <u>X</u> Communication |
| <u>X</u> Critical Thinking and Problem Solving | <u>X</u> Collaboration |

#### Unit 2 Learning Targets

##### Students will be able...

- to summarize and/or paraphrase text or portions of a text.
- to ask appropriate questions to gain better understanding of text.
- be able to write a strong informational and explanatory pieces by developing well organized paragraphs.
- to develop well organized real or imagined narrative using details and description.
- to integrate information from two texts on the same topic in order to write or speak about the subject.
- to use context clues to find the meaning of unknown words.
- to use grade level appropriate words and phrases that signal precise actions, emotions and states of being.
- to use text features to aid in comprehension of text.

Student Learning Objectives	Corresponding NJLS
Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly.	<b>RL.4.1; RI.4.1</b>
Refer to details and examples in a text and make relevant connections when drawing inferences from the text.	<b>RL.4.1; RI.4.1</b>
Determine the theme of a story, drama, or poem from details in the text.	<b>RL.4.2</b>
Summarize the text of a story, drama, or poem using from details from the text.	<b>RL.4.2</b>
Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>RL.4.9</b>
Determine the main idea of a text.	<b>RI.4.2</b>
Explain how the main idea is supported by key details in the text.	<b>RI.4.2</b>
Summarize a text, referring to the main idea and key details.	<b>RI.4.2</b>
Explain events in historical text including what happened and why, based on specific information in the text.	<b>RI.4.3</b>
Determine meaning of general academic words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>RI.4.4</b>
Determine meaning of domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>RI.4.4</b>
Describe the differences in focus and the information provided in a first hand and a	<b>RI.4.6</b>

secondhand account of the same event or topic.	
Compare and contrast a firsthand and a secondhand account of the same event or topic.	<b>RI.4.6</b>
Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9</b>
Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	<b>RF.4.3.a</b>
Use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>RF.4.3a</b>
Read grade-level text with purpose and understanding.	<b>RF.4.4.a</b>
Read grade-level prose and poetry orally with accuracy, rate, and expression.	<b>RF.4.4.b</b>
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.4.4.c</b>
When writing, introduce a topic clearly and group related information in paragraphs and sections.	<b>W.4.2.a</b>
When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>W.4.2.a</b>
Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing. 20	<b>W.4.2.b</b>
Provide a conclusion related to the information or explanation presented when writing a piece	<b>W.4.2.e</b>
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	<b>W.4.3.a,b</b>
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.	<b>W.4.6</b>
Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>W.4.6</b>
Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.4.10</b>
Write routinely over extended shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.4.10</b>
Pose and respond to specific questions to clarify or follow up on information, in one-on-one discussion and group discussions and link to the remarks of others.	<b>SL.4.1.c</b>
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL.4.2</b>
Spell grade-appropriate words correctly when writing.	<b>L.4.2.d</b>
Consult references as needed when spelling grade 4 words.	<b>L.4.2.d</b>
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>L.4.4.a</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).	<b>L.4.4.a</b>

Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> <li>● How do readers apply reading strategies to improve comprehension?</li> <li>● How do readers construct meaning from text?</li> </ul>	<ul style="list-style-type: none"> <li>● Readers use a variety of comprehension strategies to enhance understanding.</li> <li>● Informational and explanatory writing</li> </ul>

<ul style="list-style-type: none"> <li>• How do you communicate information clearly and accurately to others?</li> <li>• What strategies do effective readers use to understand the elements of informational text?</li> </ul>	<p>communicates clear information through organized paragraphs</p> <ul style="list-style-type: none"> <li>• Informational text features that help the reader navigate the text and often provide additional information to help students comprehend the content.</li> </ul>
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Standard Code #	New Jersey Student Learning Standards
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.3</b>	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.
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>RI.4.9</b>	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic</li> <li>c. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> </ul>
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique,

	<p>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>e. Provide a conclusion that follows from the narrated experiences or events</p>
<b>W.4.6.</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.4.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
<b>L.4.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a <i>small red</i> bag rather than a <i>red small</i> bag).</p>
<b>L.4.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
<b>L.4.4</b>	<p>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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

### Evidence of Learning

#### Summative Assessment

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, Pearson Learning Group</li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> </ul> | <ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> <li>● Scholastic Test</li> </ul> |
|---|--|

#### Formative Assessment

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> </ul> | <ul style="list-style-type: none"> <li>● Observation</li> <li>● Quiz</li> <li>● Summary Frames</li> <li>● Oral Questioning</li> <li>● Tic-Tac-Toe</li> </ul> |
|--|--|

- Student/Group Conferencing
- Share and Show with Whiteboards
- Hand Signals
- Conference
- I Have, Who Has the Answer?
- Word Sort
- Reciprocal Questioning
- K-W-L

### Instructional Materials and Resources

- *Good Habits, Great Readers*, Pearson Learning Group
- *Words Their Way*, Pearson Learning Group
- *Write Habits*, Pearson Learning Group
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group
- *Scholastic Magazine*, Scholastic Inc.
- *Teachers Pay Teachers*, [https:// www.teacherspayteachers.com](https://www.teacherspayteachers.com)
- *Pinterest*, <https://www.pinterest.org>
- *YouTube Education*, <https://www.youtube.com/t/education>
- *SMART Exchange*, <http://exchange.smarttech.com>
- *Readworks.Org*, <http://www.readworks.org/>
- *The Partnership for Assessment of Readiness for College and Careers*, <http://parcc.pearson.com/>

### Integration of Technology

- Computers
- SMART Board
- Google Docs
- Kindle IXL.com
- *Newsela*, <https://www.newsela.com>
- *Scholastic*, <https://www.scholastic.com>
- <https://www.pearsonsuccessnet.com>
- *Moby Max*, <http://www.mobymax.com>

### Curriculum Development Resources

- <http://www.corestandards.org/>
- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

## Grade 4 Language Arts Literacy

### Unit 3

During Unit 3, fourth grade students will examine how details and examples found within literature and informational text should be referenced when answering story related questions. These details and examples can then be utilized during group discussions. Additionally, students will explain informational text by analyzing textual structures and using domain specific language. Unit 3 also serves to emphasize student use of figurative language, which will be demonstrated within reading and then applied to student writing. Main idea and supporting details will be used to summarize text. Within this unit, fourth graders will further explore narrative writing through an examination of plot, setting, and language in order to organize and write creative narratives.

#### 21<sup>st</sup> Century Skills

<input checked="" type="checkbox"/> <b>Creativity &amp; Innovation</b>	<input checked="" type="checkbox"/> <b>Communication</b>
<input type="checkbox"/> <b>Critical Thinking and Problem Solving</b>	<input type="checkbox"/> <b>Collaboration</b>

#### Unit 3 Learning Targets

##### Students will be able ...

- to use details and examples when explaining text.
- to use transition words, include dialogue, and conclusion to develop narrative writing.
- to explain procedures in scientific or technical text including what happened and why, based on scientific information.
- to use adverbs, modal auxiliaries, and adjectives in oral and written language.
- to rewrite a narrative from a different point of view or to include a new ending.
- to draw inferences and determine theme.
- to use and identify figurative language.
- to identify text structure of informational texts and articles.
- to use supporting details to summarize text.

Student Learning Objectives	Corresponding NJSLs
Refer to details and examples in a text when explaining what the text says explicitly.	<b>RL.4.1</b>
Refer to details and examples in a text when drawing inferences from the text.	<b>RI.4.1</b>
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>RL.4.2</b>
Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>RL.4.3</b>
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).	<b>RL.4.4</b>
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>RL.4.7</b>
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	<b>RL.4.9</b>
Summarize a text, referring to the main idea and key details.	<b>RI.4.2</b>
Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.	<b>RI.4.3</b>
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>RI.4.4</b>

Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>RI.4.5</b>
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9</b>
Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	<b>RF.4.3.a</b>
Read grade-level text with purpose and understanding.	<b>RF.4.4.a</b>
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<b>RF.4.4.b</b>
Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.4.4.c</b>
Write a narrative creating an introduction that introduces a narrator and/or character.	<b>W.4.3.a</b>
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	<b>W.4.3.b</b>
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.	<b>W.4.3.c</b>
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.	<b>W.4.3.d</b>
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing a conclusion that follows naturally from the sequence of events to produce a written narrative.	<b>W.4.3.e</b>
Produce clear and coherent writing.	<b>W.4.4</b>
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.	<b>W.4.6</b>
Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>W.4.6</b>
Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	<b>W.4.9.a</b>
Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	<b>W.4.10</b>
Create questions and talking points to facilitate discussions after reading required material.	<b>SL.4.1.a</b>
Identify various roles and follow agreed-upon rules in small and whole group discussion.	<b>SL.4.1.b</b>
Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.	<b>SL.4.1.c</b>
Review the key ideas expressed in a discussion.	<b>SL.4.1.d</b>
Explain own ideas and understanding in light of a discussion.	<b>SL.4.1.d</b>
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	<b>SL.4.4</b>
Speak clearly at an understandable pace when presenting.	<b>SL.4.4</b>
Use relative adverbs ( <i>where, when, why</i> ) when writing or speaking.	<b>L.4.1.a</b>

Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i> ) verb tenses when speaking and writing.	<b>L.4.1.b</b>
Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i> ) to convey various conditions in oral and written language.	<b>L.4.1.c</b>
Order adjectives within sentences according to conventional patterns (e.g., a <i>small red</i> bag rather than a <i>red small</i> bag).	<b>L.4.1.d</b>
Spell grade-appropriate words correctly, consulting references as needed.	<b>L.4.2.d</b>
Choose punctuation for effect when writing, speaking, reading, or listening.	<b>L.4.3.b</b>
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	<b>L.4.4.b</b>
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<b>L.4.5.a</b>
Identify and explain the significance of common idioms.	<b>L.4.5.b</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<b>L.4.6</b>

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> <li>● Why do we need to evaluate what we read?</li> <li>● What is the impact of figurative language in reading and writing?</li> <li>● How do texts act as a model for writing?</li> <li>● How can a written response help me to better understand a text?</li> </ul>	<ul style="list-style-type: none"> <li>● Questioning leads to greater understanding of text.</li> <li>● Figurative language enhances reading and writing experiences.</li> <li>● The use of a variety of comprehension strategies can enhance a reader’s understanding of a text.</li> <li>● Students will understand how reading and writing are interconnected.</li> </ul>

Standard Code #	New Jersey Student Learning Standards
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.3</b>	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>RL.4.4</b>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
<b>RL.4.7</b>	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
<b>RL.4.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.3</b>	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.
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .

<b>RI.4.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>RI.4.9</b>	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>W.4.3</b>	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 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 and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<b>SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> </ul>
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>b. Choose punctuation for effect.</li> </ul>
<b>L.4.4</b>	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. <ul style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> </ul>
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>

### Evidence of Learning

#### Summative Assessment

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|---|--|
| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, Pearson Learning Group</li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> </ul> | <ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> <li>● Scholastic Test</li> </ul> |
|---|--|

#### Formative Assessment

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> <li>● Share and Show with Whiteboards</li> <li>● Hand Signals</li> <li>● Conference</li> </ul> | <ul style="list-style-type: none"> <li>● Observation</li> <li>● Quiz</li> <li>● Summary Frames</li> <li>● Oral Questioning</li> <li>● Tic-Tac-Toe</li> <li>● I Have, Who Has the Answer?</li> <li>● Word Sort</li> <li>● Reciprocal Questioning</li> <li>● K-W-L</li> </ul> |
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#### Instructional Materials and Resources

- *Good Habits, Great Readers*, Pearson Learning Group
- *Words Their Way*, Pearson Learning Group
- *Write Habits*, Pearson Learning Group
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group

- *Scholastic Magazine*, **Scholastic Inc.**
- *Teachers Pay Teachers*, [https:// www.teacherspayteachers.com](https://www.teacherspayteachers.com)
- *Pinterest*, <https://www.pinterest.org>
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Readworks.Org*, <http://www.readworks.org/>
- *SMART Exchange*, <http://exchange.smarttech.com>
- *The Partnership for Assessment of Readiness for College and Careers*, <http://parcc.pearson.com/>

### Integration of Technology

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|------------------|---|
| ● Computers      | ● <i>Newsela</i> , <a href="https://www.newsela.com">https://www.newsela.com</a>          |
| ● SMART Board    | ● <i>Scholastic</i> , <a href="https://www.scholastic.com">https://www.scholastic.com</a> |
| ● Google Docs    | ● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a>       |
| ● Kindle IXL.com | ● <i>Moby Max</i> , <a href="http://www.mobymax.com">http://www.mobymax.com</a>           |

### Curriculum Development Resources

- <http://www.corestandards.org/>
- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

## Grade 4 Language Arts Literacy

### Unit 4

In Unit 4, fourth grade students learn to recognize and compare how themes are developed in different texts. Likewise, students will learn to analyze and interpret the meaning of complex texts and be able to choose appropriate texts to read with increased volume. Additionally, fourth graders will further develop inquiry skills by generating questions relating to a variety of increasingly complex narrative and informational texts. Unit 4 also serves to provide students with discussion and writing opportunities in which they can synthesis ideas from various texts. Through this, details and examples found within literature and informational text will be utilized during group discussions as well as referenced when answering story related questions.

#### 21st Century Skills

<u>   </u> Creativity & Innovation	<u>X</u> Communication
<u>X</u> Critical Thinking and Problem Solving	<u>X</u> Collaboration

#### Unit 4 Learning Targets

##### Students will be able...

- to refer to details and examples when explaining what a text means.
- to acquire and use grade level vocabulary.
- to interpret common adages encountered in a text.
- to determine the overall structure in a text or part of a text.
- to compare and contrast a firsthand and secondhand account of the same event or topic.
- to compare and contrast stories narrative and informational texts.
- to use punctuation for effect.
- to use prepositional phrases, correctly use confused words, and spell grade level words correctly.

Student Learning Objectives	Corresponding NJLS
Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly.	<b>RL.4.1; RI.4.1</b>
Refer to details and examples in a text and make relevant connections when drawing inferences from the text.	<b>RL.4.1; RI.4.1</b>
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>RL.4.2</b>
Compare and contrast the point of view from which different stories are narrated, including the difference between first- person and third-person narrations.	<b>RL.4.6</b>
Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>RL.4.9</b>
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>RI.4.2</b>
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>RI.4.4</b>
Determine the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>RI.4.5</b>
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>RI.4.6</b>
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs,	<b>RI.4.7</b>

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.	
Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9</b>
Read grade-level text with purpose and understanding.	<b>RF.4.4a</b>
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<b>RF.4.4b</b>
Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.4.4c</b>
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>W.4.2a</b>
Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	<b>W.4.2.b</b>
Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	<b>W.4.2.c</b>
Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>W.4.2.d</b>
Provide a concluding statement or section related to the information or explanation presented when writing a piece.	<b>W.4.2.e</b>
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<b>W.4.6</b>
Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>W.4.6</b>
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.	<b>W.4.8</b>
Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	<b>W.4.10</b>
Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	<b>W.4.10</b>
Create questions and talking points to facilitate discussions after reading required material.	<b>SL.4.1.a</b>
Identify various roles and follow agreed-upon rules in small and whole group discussion.	<b>SL.4.1.b</b>
Pose and respond to specific questions to clarify or follow-up on information in one-on-one discussions and group discussion and link to the remarks of others.	<b>SL.4.1.c</b>
Review the key ideas expressed in a discussion.	<b>SL.4.1.d</b>
Explain own ideas and understanding in light of a discussion.	<b>SL.4.1.d</b>
Identify the reasons and evidence a speaker provides to support particular points.	<b>SL.4.3</b>
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	<b>SL.4.4</b>
Speak clearly at an understandable pace when presenting.	<b>SL.4.4</b>
Form and use prepositional phrases when writing or speaking.	<b>L.4.1.e</b>
Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ) when writing or speaking	<b>L.4.1.g</b>
Spell grade appropriate words correctly when writing.	<b>L.4.2.d</b>
Consult references as needed when spelling Grade 4 words.	<b>L.4.2.d</b>
Choose words and phrases to convey ideas precisely when writing, speaking, reading, or	<b>L.4.3.a</b>

listening.	
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<b>L.4.3.c</b>
Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	<b>L.4.5.a</b>
Interpret the meaning of common adages (e.g., <i>Never look a gift horse in the mouth. There's no such thing as a free lunch.</i> ) encountered in text.	<b>L.4.5.b</b>
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>L.4.5.c</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and those that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	<b>L.4.6</b>

Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none"> <li>● How does understanding text structure support understanding?</li> <li>● How do readers apply reading strategies to enhance comprehension?</li> <li>● How do readers use the text to support an interpretation?</li> <li>● How do you communicate information clearly and accurately to others?</li> </ul>	<ul style="list-style-type: none"> <li>● Good readers use text structure to uncover meaning from text.</li> <li>● The use of a variety of comprehension strategies enhances the reader's understanding of text.</li> <li>● Information is clearly dispensed using details and examples either orally or written.</li> <li>● Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend that content.</li> </ul>

Standard Code #	New Jersey Student Learning Standards
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RL.4.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RI.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>RI.4.5</b>	Describe the overall structure (e.g., chronology, comparison, concepts, or information in a text or part of a text).
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>RI.4.7</b>	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.

<b>RI.4.9</b>	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>c. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> </ul>
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>W.4.8</b>	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.
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.
<b>SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>e. Form and use prepositional phrases.</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> </ul>
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	d. Spell grade-appropriate words correctly, consulting references as needed.
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) 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).
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

### Evidence of Learning

#### Summative Assessment

- *Words Their Way*, Pearson Learning Group
- Unit Assessment
- Developmental Reading Assessment (DRA)
- Narrative Writing Assessment
- Opinion/Informational Writing
- Scholastic Test

#### Formative Assessment

- Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Share and Show with Whiteboards
- Hand Signals
- Conference
- Observation
- Quiz
- Summary Frames
- Oral Questioning
- Tic-Tac-Toe
- I Have, Who Has the Answer?
- Word Sort
- Reciprocal Questioning
- K-W-L

#### Instructional Materials and Resources

- *Good Habits, Great Readers*, Pearson Learning Group
- *Words Their Way*, Pearson Learning Group
- *Write Habits*, Pearson Learning Group
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group
- *Scholastic Magazine*, Scholastic Inc.
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *Pinterest*, <https://www.pinterest.org>
- *YouTube Education*, <https://www.youtube.com/t/education>
- *SMART Exchange*, <http://exchange.smarttech.com>
- *Readworks.Org*, <http://www.readworks.org/>
- *The Partnership for Assessment of Readiness for College and Careers*, <http://parcc.pearson.com/>

#### Integration of Technology

- Computers
- SMART Board
- *Newsela*, <https://www.newsela.com>
- *Scholastic*, <https://www.scholastic.com>

- Google Docs
- Kindle IXL.com
- <https://www.pearsonsuccessnet.com>
- *Moby Max*, <http://mobymax.com>

### Curriculum Development Resources

- <http://www.corestandards.org/>
- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

## Grade 4 Language Arts Literacy

### Unit 5

Within Unit 5, fourth grade students examine the organization, techniques, and skills necessary for conducting research from print and digital sources. Students will develop skills that focus on gathering relevant information, assessing the credibility and accuracy of each source, and integrating the information into their own writing while avoiding plagiarism. In addition, students will scaffold reading strategies to gain better understanding of more complex literature and informational text. Thoughtful readers will make connections from written text to visual or oral presentations as well as explain various texts using evidence to support specific points. Fourth grade students will produce detailed and organized writing which is task specific while focusing on choosing specific and descriptive grade level appropriate vocabulary to enrich their writing.

#### 21<sup>st</sup> Century Skills

X Creativity & Innovation

X Communication

X Critical Thinking and Problem Solving

X Collaboration

#### Unit 5 Learning Targets

##### Students will be able...

- to use reading strategies to read more complex text
- to use precise language and domain specific vocabulary when writing
- to identify the reasons and evidence a speaker provides to support particular
- to demonstrate command of keyboarding skills
- to consult references when needed for grade level words
- to use morphology to accurately read unfamiliar words
- to conduct a short research project using two texts on the same topic to build on knowledge through investigation and present it in paragraphs and sections.
- present orally on a research topic

Student Learning Objectives	Corresponding NJCLS
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>RL.4.7</b>
Compare and contrast and reflect on patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>RL.4.9</b>
Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<b>RL.4.10; RI.4.10</b>
Explain how an author uses reasons and evidence to support particular points in a text.	<b>RI.4.8</b>
Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9</b>
Use morphology (e.g., <i>roots</i> and <i>affixes</i> ) to <i>accurately</i> read unfamiliar multisyllabic words in and out of context.	<b>RF.4.3.a</b>
Read grade-level text with purpose and understanding.	<b>RF.4.4.a</b>
Introduce a topic <i>clearly</i> and group related information in paragraphs and sections; include formatting (e.g., <i>headings, illustrations, and multimedia</i> ) when useful to aiding comprehension.	<b>W.4.2.a</b>
Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	<b>W.4.2.b</b>

Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	<b>W.4.2.c</b>
Use precise language and domain-specific vocabulary to inform about or clarify the topic.	<b>W.4.2.d</b>
When writing, present a concluding statement or section related to the information or explanation presented.	<b>W.4.2.e</b>
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<b>W.4.6</b>
Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<b>W.4.6</b>
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>W.4.7</b>
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.	<b>W.4.8</b>
Apply grade 4 Reading standards to informational texts (e.g., " <i>Explain how an author uses reasons and evidence to support particular points in a text</i> ").	<b>W.4.9.b</b>
Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.4.10</b>
Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.4.10</b>
Identify the reasons and evidence a speaker provides to support particular points.	<b>SL.4.3</b>
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	<b>SL.4.4</b>
Speak clearly at an understandable pace when presenting.	<b>SL.4.4</b>
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>SL.4.5</b>
Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i> ) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i> ).	<b>SL.4.6; L.4.3.c</b>
Use formal English when appropriate to task and situation.	<b>SL.4.6</b>
Demonstrate correct capitalization in writing.	<b>L.4.2.a</b>
Consult references as needed when spelling Grade 4 words.	<b>L.4.2.d</b>
Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.	<b>L.4.3.a</b>
Choose punctuation for effect when writing, speaking, or listening.	<b>L.4.3.b</b>
Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i> ), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>L.4.4.c</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and those that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	<b>L.4.6</b>

Unit 5 Essential Questions	Unit 5 Enduring Understandings
<ul style="list-style-type: none"> <li>● How do readers reflect and respond to text?</li> <li>● How does each step in the writing process impact your writing?</li> <li>● How do readers use informational text to find and share information?</li> <li>● What strategies do effective readers use to understand the elements of informational text?</li> </ul>	<ul style="list-style-type: none"> <li>● Good readers make connections to the text which extends understanding by thinking beyond the text.</li> <li>● Textual references support comprehension.</li> <li>● We write to convey our ideas to others.</li> <li>● Writing must be developed to present ideas in a clear and organized format.</li> </ul>

- Readers read informational text to obtain information on social and environmental topics.

Standard Code #	New Jersey Student Learning Standards
<b>RL.4.7</b>	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
<b>RL.4.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RL.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>RI.4.9</b>	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.4.10</b>	By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.
<b>W.4.2</b>	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), illustrations, and multimedia when useful to aiding 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 categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ). 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.
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>W.4.8</b>	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.
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.
<b>SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>SL.4.6</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> </ul>
<b>L.4.4</b>	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. <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

### Evidence of Learning

#### Summative Assessment

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, Pearson Learning Group</li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> </ul> | <ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> <li>● Scholastic Test</li> </ul> |
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#### Formative Assessment

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> <li>● Share and Show with Whiteboards</li> <li>● Hand Signals</li> <li>● Conference</li> </ul> | <ul style="list-style-type: none"> <li>● Observation</li> <li>● Quiz</li> <li>● Summary Frames</li> <li>● Oral Questioning</li> <li>● Tic-Tac-Toe</li> <li>● I Have, Who Has the Answer?</li> <li>● Word Sort</li> <li>● Reciprocal Questioning</li> <li>● K-W-L</li> </ul> |
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#### Instructional Materials and Resources

- *Good Habits, Great Readers*, Pearson Learning Group
- *Words Their Way*, Pearson Learning Group

- Write Habits, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic Inc.**
- *Teachers Pay Teachers*, [https:// www.teacherspayteachers.com](https://www.teacherspayteachers.com)
- *Pinterest*, <https://www.pinterest.org>
- *YouTube Education*, <https://www.youtube.com/t/education>
- *SMART Exchange*, <http://exchange.smarttech.com>
- *Readworks.Org*, <http://www.readworks.org/>
- *The Partnership for Assessment of Readiness for College and Careers*, <http://parcc.pearson.com/>

### Integration of Technology

- |                  |   |
|------------------|---|
| ● Computers      | ● <i>Newsela</i> , <a href="https://www.newsela.com">https://www.newsela.com</a>          |
| ● SMART Board    | ● <i>Scholastic</i> , <a href="https://www.scholastic.com">https://www.scholastic.com</a> |
| ● Google Docs    | ● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a>       |
| ● Kindle IXL.com | ● <i>Moby Max</i> , <a href="http://www.mobymax.com">http://www.mobymax.com</a>           |

### Curriculum Development Resources

- <http://www.corestandards.org/>
- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# New Jersey Student Learning Standards for English Language Arts

## Grade 4

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## Progress Indicators for Reading Literature

### Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

### 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 literature.

RL.4.5. Explain major differences between 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.

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.

### Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

RL.4.8. (Not applicable to literature)

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## **Range of Reading and Complexity of Text**

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

## **Progress Indicators for Informational Text**

### **Key Ideas and Details**

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Craft and Structure**

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### **Integration of Knowledge and Ideas**

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

# Progress Indicators for Reading Foundation Skills

## Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

## Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Progress Indicators for Writing

## Text Types and Purposes

W.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

W.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), illustrations, and multimedia when useful to aiding 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.

W.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 and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Build and Present Knowledge**

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. 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.
- W.4.9. 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”).

### **Range of Writing**

- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## **Progress Indicators for Language**

### **Conventions of Standard English**

L.4.1. 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*).

L.4.2. 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.

### **Knowledge of Language**

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.\*
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

L.4.4. 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.

L.4.5. 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).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).