

# **Cedar Grove School District**

**Cedar Grove, NJ**

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**2016** | **Grade 4**

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## **Media 4**

*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

**Mr. Michael J. Fetherman**

Board of Education

**Mrs. Christine Dye, President**

**Mr. Frank Mandala, Vice-President**

**Mrs. Pam Burke**

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# Media 4

## Course Description

The media literacy program in grades 3 and 4 is designed to ensure that students are effective users of ideas and information. It provides intellectual and physical access to materials as well as instruction to foster competence and stimulate interest in reading, viewing and using information.

It encompasses a variety of language arts and technology skills students need to navigate effectively today's learning environments. It also teaches reading strategies, vocabulary and concept development as well as inquiry and research skills.

**This curriculum was written in accordance to:**

### **NEW JERSEY STUDENT LEARNING STANDARDS for English Language Arts**

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>

### **NEW JERSEY STUDENT LEARNING STANDARDS for Technology**

The NJCSLS can be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

# Media 4

## Course Calendar

	Sep					Oct				Nov				Dec			Jan					Feb					Mar					Apr				May				Jun						
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
<u>Information Literacy - Reading</u>																																														
<u>Information Literacy - Speaking</u>																																														
<u>Information Literacy - Listening</u>																																														
<u>Information Literacy - Viewing Media</u>																																														



# Information Literacy - Reading

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 4

#### Reading: Literature

##### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- 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.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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

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

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- \*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.

#### Reading: Informational Text

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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

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

**NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- \*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.

#### Reading: Foundational Skills

##### 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.

#### Writing

## **Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- 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.)

**NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- 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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Speaking and Listening**

### **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.4.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c. 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.
- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

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

## **Language**

### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

- 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.
- L.4.4c. 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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

- L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

# **NJ: 2014 SLS: Technology**

**NJ: Grades 3-5**

## **8.1 Educational Technology**

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

## Enduring Understandings

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.

## Essential Questions

- How does understanding a text's structure help me better understand its meaning?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- Why conduct research?
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## Content

- A. Concepts about print/text
- B. Fluency
- C. Reading strategies
- D. Vocabulary and concept development
- E. Comprehension skills and response to text
- F. Inquiry and research

## Skills

- A. 1 Identify differences of various print formats, including newspapers, magazines, books and reference resources
- B. 1 Read at different speeds using scanning, skimming, or careful reading as appropriate
- C. 1 Select useful visual organizers before, during and after reading to organize information
- D. 1 Identify and correctly use antonyms, synonyms, homophones, and homographs
- D. 2 Use a grade-appropriate dictionary (independently) to define unknown words
- E. 1 Understand author's opinions and how they address culture, ethnicity, gender, and historical periods
- E. 2 Follow simple multi-steps in written directions
- E. 3 Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction
- E. 4 Recognize literary elements in stories, including setting, characters, plot, and mood
- E. 5 Read regularly in materials appropriate for their independent reading level
- F. 1 Use library classification systems, print or electronic, to locate information investigate a favorite author and produce evidence of research
- F. 2 Read a variety of nonfiction and fiction books and produce evidence of understanding

## Stage 2: Assessment Evidence

### Assessments

#### **Formative: Exhibition**

Teacher observation of students' class participation

#### **Discussion**

**Formative: Other oral assessments**

## Stage 3: Learning Plan

### Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
  - Readers' Theater
  - Puppets
- Projects
- Technology infusion
- Differentiated Instruction
- Research
- Read alouds

### Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Accelerated Reader collection
- Accelerated Reader software
- Magazines
- Biographies
- Reference collection
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Software
- Library World electronic card catalog
- Websites (included in Virtual Media Centers)
- CDs and audio tapes
- Teacher-created instruction sheets
- Worksheets



# Information Literacy - Writing

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

#### NJ: Grade 4

#### Reading: Literature

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- \*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.

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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.

#### Reading: Foundational Skills



## Phonics and Word Recognition

### RF.4.3. 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.

## 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.

## Writing

### Text Types and Purposes

#### NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1a. 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.
- W.4.1b. Provide reasons that are supported by facts from texts and/or other sources.
- W.4.1d. Provide a conclusion related to the opinion presented.

#### NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2a. 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.
- W.4.2b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.4.2e. Provide a conclusion related to the information or explanation presented.

#### NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3e. Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

#### NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

#### NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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

#### NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

#### NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. 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].").

## Speaking and Listening

### Comprehension and Collaboration

#### NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- SL.4.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.4.1c. 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.

- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 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.

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJ: 2014 SLS: Technology**

**NJ: Grades 3-5**

**8.1 Educational Technology**

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

**B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.**

- 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Enduring Understandings**

- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- A writer selects a form based on audience and purpose.

**Essential Questions**

- How do good writers express themselves? How does process shape the writer's product?
- How do writers develop a well-written product?
- Why does a writer choose a particular form of writing?

**Content**

- A. Writing as a process
- B. Writing as a product
- C. Writing forms, audiences, and purposes

**Skills**

- A. 1 Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.
- A. 2 Use computer word-processing applications during most of the writing process.
- B. 1 Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.
- B. 2 Build knowledge of the characteristics and structures of a variety of genres.

- C. 1 Write for different purposes.
- C. 2 Develop independence by setting self-selected purposes and generating topics for writing.
- C. 3 Respond to literature through writing to demonstrate an understanding of text.
- C. 4 Write informational reports that frame a topic, include facts and details, and draw information from several sources.

## Stage 2: Assessment Evidence

### Assessments

**Formative: Other written assessments**

Simple research assignments, poetry, book reports, etc.

**Teacher Observation**

**Formative: Other oral assessments**

**Discussion**

**Formative: Other oral assessments**

## Stage 3: Learning Plan

### Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Projects
- Technology infusion
- Differentiated Instruction
- Research
- Read alouds

### Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Magazines
- Biographies
- Reference collection
- North End Virtual Media Center
- South End Virtual Media Center
- Software
  - Kidspiration
  - Microsoft PowerPoint
  - Microsoft Word
- Websites (included in Virtual Media Centers)
- Teacher-created instruction sheets
- Worksheets



# Information Literacy - Speaking

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

#### NJ: Grade 4

#### Reading: Literature

##### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- 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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- 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.

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- 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 Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- \*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.

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- 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.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- 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.

#### Reading: Foundational Skills

##### Phonics and Word Recognition

**RF.4.3. 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.

#### 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.

## Writing

#### Production and Distribution of Writing

##### **NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- 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.)

##### **NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

##### **NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- 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.

## Speaking and Listening

#### Comprehension and Collaboration

##### **NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.4.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c. 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.
- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

##### **NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

#### Presentation of Knowledge and Ideas

##### **NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 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.

## Language

#### Conventions of Standard English

##### **NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

##### **NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

#### Knowledge of Language

##### **NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

##### **NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

- 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).

## NJ: 2014 SLS: Technology

### NJ: Grades 3-5

#### 8.1 Educational Technology

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

## Enduring Understandings

- Oral discussion helps to build connections to others and create opportunities for learning.
- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
- A speaker's choice of words and style set a tone and define the message.
- A speaker selects a form and organizational pattern based on the audience and purpose.

## Essential Questions

- How can discussion increase our knowledge and understanding of an idea(s)?
- When is it appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect the message?
- How does a speaker communicate so others will listen and understand the message?

## Content

- A. Opportunities for discussion
- B. Questioning skills
- C. Word choice
- D. Oral presentation

## Skills

- A. 1 Use details, examples and reasons to support central ideas or clarify a point of view
- A. 2 Stay focused on topic and ask relevant questions
- A. 3 Take turns without dominating
  
- B. 1 Develop questioning techniques
- B. 2 Solve a problem or understand a task through group cooperation
  
- C. 1 Use convincing dialogue to role-play short scenes involving familiar situations or emotions.
- C. 2 Adapt language to seek information
  
- D. 1 Speak for a variety of audiences and purposes
- D. 2 Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including opening, supportive details, and a closing statement
- D. 3 Use notes or other memory aids to structure a presentation
- D. 4 Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation
- D. 5 Participate in a dramatization or role-play across the curriculum
- D. 6 Understand and use criteria for a rubric to improve an oral presentation

## Stage 2: Assessment Evidence

## Assessments

**Formative: Exhibition**

Teacher observation of students' class participation

**Discussion**

**Formative: Other oral assessments**

## Stage 3: Learning Plan

### Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
  - Readers' Theater
    - Puppets
- Projects
- Technology infusion
- Differentiated Instruction
- Research
- Read alouds

### Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Biographies
- Reference collection
- Software
  - Microsoft PowerPoint
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- Teacher-created instruction sheets
- Worksheets



# Information Literacy - Listening

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grade 4

#### Reading: Literature

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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.

#### Reading: Foundational Skills

##### Phonics and Word Recognition

**RF.4.3.** 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.



## 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.

## Writing

### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- 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.)

**NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- 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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.4.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c. 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.
- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

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

### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 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.

## Language

### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

## NJ: 2014 SLS: Technology

NJ: Grades 3-5

### 8.1 Educational Technology

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**A. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

## Enduring Understandings

- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Effective listeners are able to interpret and evaluate increasingly complex messages.

## Essential Questions

- Can one hear but not listen?
- How does a listener understand a message?

## Content

- A. Active listening
- B. Listening comprehension

## Skills

- A. 1 Listen actively for a variety of purposes such as enjoyment and obtaining information
- A. 2 Listen attentively and critically to a variety of speakers
- A. 3 Interpret vocabulary gained through listening
- B. 1 Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident
- B. 2 Develop listening strategies to understand what is heard
- B. 3 Follow three and four-step oral directions

## Stage 2: Assessment Evidence

### Assessments

**Formative: Exhibition**

Teacher observation of students' class participation

**Discussion**

**Formative: Other oral assessments**

## Stage 3: Learning Plan

### Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances

### Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Biographies
- TumbleBook Library Online
- North End Virtual Media Center

- Readers' Theater
- Puppets
  
- Projects
- Technology infusion
- Differentiated Instruction
- Research
- Read alouds

- South End Virtual Media Center
- Educational games
- Video and DVD collections
- Software
  - Kidspiration
  - Microsoft PowerPoint
  
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- CDs and audio tapes



# Information Literacy - Viewing

## Media

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

##### NJ: Grade 4

#### Reading: Literature

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- \*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.

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

##### Integration of Knowledge and Ideas

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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.

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

**NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

- \*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.

### **Reading: Foundational Skills**

#### **Phonics and Word Recognition**

**RF.4.3. 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.

#### **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.

### **Writing**

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- 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.)

**NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- 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.

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- 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.
- SL.4.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c. 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.
- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 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.

### **Language**

#### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

#### **Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

# NJ: 2014 SLS: Technology

NJ: Grades 3-5

## 8.1 Educational Technology

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**A. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

**B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**E: Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

## Enduring Understandings

People experience the same media message differently.

Media have embedded values and points of view.

Media choice is affected by personal experience and sense of need.

## Essential Questions

What's the media message?

What values, lifestyles, and points of view are represented in, or omitted from, media messages?

What affects media choice?

## Content

- A. Meaning
- B. Visual and verbal messages
- C. Living with media

## Skills

- A. 1 Interpret information found in pictorial graphs, map keys, and icons on a computer screen
- A. 2 Identify the central theme in a movie, film or illustration
- A. 3 Demonstrate an awareness of different media forms and how they contribute to communication
- B. 1 Understand that creators of both print media and electronic media have a purpose and target audience for their work
- B. 2 Compare and contrast media sources, such as film and book versions of a story
- C. 1 Express preferences for media choices

## Stage 2: Assessment Evidence

### Assessments

#### Formative: Exhibition

Teacher observation of students' class participation

#### Discussion

Formative: Other oral assessments

## Stage 3: Learning Plan

### Learning Activities

Lecture  
Class discussions  
Cooperative Learning structures  
Oral and visual presentations

Projects  
Technology infusion  
Differentiated Instruction

### Resources

TumbleBook Library Online  
North End Virtual Media Center  
South End Virtual Media Center  
Educational games  
Video and DVD collections  
Websites (included in Virtual Media Centers)