

Green Township School District GRADE 4 ELA Curriculum--Revised 2017

Overview	Reading	Writing	Listening	Speaking
Unit 1 EXPRESSING MY UNIQUENESS (8 weeks)	Primary Focus Standards: RL.4.1 RI.4.1 RL.4.2 RI.4.2 RL.4.3 RL.4.4 RI.4.4 RL.4.5 RL.4.6 RL.4.7 RI.4.7 RL.4.9 RL.4.10 RI.4.10 RF.4.3 RF.4.4	Primary Focus Standards: W.4.3 W.4.4 W.4.5 W.4.6 W.4.7 W.4.9 W.4.10 Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.E.1	Primary Focus Standards: SL.4.1 SL.4.2 SL.4.6	Primary Focus Standards: L.4.1.E, F L.4.2.A-D L.4.3.A-C L.4.4.A L.4.5.C L.4.6
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)	Tasks: Focus: Narrative Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing	Tasks: Small group Discussion Partner Tasks Whole Group Discussion	Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.
Unit 2 LOOKING AT THE WORLD WITH A CURIOUS EYE (3 weeks)	Primary Focus Standards: RL.4.1 RI.4.1 RI.4.2 RI.4.2 RI.4.3 RI.4.4 RL.4.7 RI.4.7 RI.4.9	Primary Focus Standards: W.4.2 W.4.4 W.4.5 W.4.6 W.4.7 W.4.9	Primary Focus Standards: SL.4.1 SL.4.2	Primary Focus Standards: L.4.1.C L.4.2.A, B, D L.4.4.A, C L.4.6

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	RF.4.3 RF.4.4	Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.E.1		
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)	Tasks: Focus: Information Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing	Tasks: Small group Discussion Partner Tasks Whole Group Discussion	Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.
Unit 3 WORKING TOGETHER (7 weeks)	Primary Focus Standards: RL.4.1 RI.4.1 RL.4.2 RI.4.2 RI.4.3 RL.4.4 RI.4.4 RL.4.5 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.3.A RF.4.4.A, B, C	Primary Focus Standards: W.4.2 W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9 W.4.10 Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.E.1	Primary Focus Standards: SL.4.1 SL.4.2 SL.4.4 SL.4.5	Primary Focus Standards: L.4.1.D L.4.2.C, D L.4.3.A, B, C L.4.4.A, B, C L.4.5 L.4.6
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected)	Tasks: Focus: Information Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions	Tasks: Small group Discussion Partner Tasks	<ul style="list-style-type: none"> • Tasks: • Embedded within the writing process and evaluated/reinforced within individual/peer

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	8-15 Shorter Text (articles, picture books, short stories, etc.)	Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing	Whole Group Discussion	conferencing.
Unit 4 THINKING FOR MYSELF (7 weeks)	Primary Focus Standards: RL.4.1 RI.4.1 RL.4.2 RI.4.2 RL.4.3 RL.4.6 RI.4.6 RI.4.8 RF.4.4.A, B, C	Primary Focus Standards: W.4.1 W.4.4 W.4.5 W.4.9 Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.C.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.F.1	Primary Focus Standards: SL.4.1 SL.4.3 SL.4.4	Primary Focus Standards: L.4.1.A, B L.4.2.A, D L.4.3.A
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)	Tasks: Focus: Opinion Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing	Tasks: Small group Discussion Partner Tasks Whole Group Discussion	Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.
Unit 5 PERSEVERANCE VS. QUITTING (2 weeks)	Primary Focus Standards: RL.4.2 RI.4.2 RL.4.4 RI.4.4 RL.4.6 RI.4.6 RI.4.8 RL.4.9 RI.4.9 RF.4.4.A, C	Primary Focus Standards: W.4.4 W.4.5 W.4.9	Primary Focus Standards: SL.4.1	Primary Focus Standards: L.4.1.A-F L.4.2 L.4.4 L.4.5 L.4.6

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	<p>Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)</p>	<p>Tasks: Focus: Responding to Prompts</p> <p>Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing</p>	<p>Tasks: Small group Discussion Partner Tasks Whole Group Discussion</p>	<p>Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.</p>
<p>Unit 6 BECOMING A LEADER</p>	<p>Primary Focus Standards:</p> <p>RL.4.1 RI.4.1 RL.4.3 RI.4.3 RL.4.4 RI.4.4 RL.4.5 RI.4.5 RL.4.6 RI.4.6 RI.4.7 RI.4.8 RL.4.9 RI.4.9 RL.4.10 RI.4.10</p> <p>RF.4.4.A, B, C</p>	<p>Primary Focus Standards:</p> <p>W.4.2 W.4.3 W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9 W.4.10</p> <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.D.1, 8.1.5.D.2</p>	<p>Primary Focus Standards:</p> <p>SL.4.1 SL.4.3 SL.4.5 SL.4.6</p>	<p>Primary Focus Standards:</p> <p>L.4.1 L.4.2 L.4.5 L.4.6</p>
	<p>Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)</p>	<p>Tasks: Focus: Narrative / Information</p> <p>Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions</p>	<p>Tasks: Small group Discussion Partner Tasks Whole Group Discussion</p>	<p>Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.</p>

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		<p>Short Personal Narrative; journal or memoirs from springboard activities</p> <p>Literary Analysis</p> <p>Routine Writing</p>		
<p>Suggested Open Educational Resources</p>	<p>Reading</p> <ul style="list-style-type: none"> ● North Carolina-4th Gr. ELA Unpacking the Standards ● PARCC Evidence Tables ● Point of View Video ● Main Idea Practice ● Inference Practice ● Read Aloud Strategy ● Circle Plot Diagram ● Fluency Packet ● Read Write Think ● Google Cultural Institute ● ClassHook ● Formative Assessment Tool ● OER Commons ● Arts Edge ● CommonLit ● Poetry ● Treks (Google Maps Street View) ● DK Find Out ● Zoom In (history) ● Tween Tribune ● What was there 	<p>Writing/Language</p> <ul style="list-style-type: none"> ● Brainstorm before Writing ● Conferencing Video ● Narrative Lessons ● Compare/Contrast Map ● Essay Map ● Implementing the Writing Process ● Mini Lessons ● Writing Samples ● Graphic Organizers ● Flocabulary ● Context Clues ● Word Usage ● Grammar and Usage ● Spelling practice ● Various ELA Practices ● Word Relationships ● Grammar Practice ● More Grammar Practice ● Pixabay ● My Simpleshow ● Media Smarts ● Piktochart ● Photos for Class ● Actively Learn ● Hstry timeline creation tool 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Collaborative Discussions Video ● Notes for Discussions Video ● Text Talk Time ● Literature Circles ● Speaking and Listening Rubric ● In Character Presentation ● Crafting a Persuasive Speech ● New Report ● Listenwise ● Flipgrid 	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● Current Event Lessons ● Smithsonian Tween Tribune ● Newsela Critical Thinking Handbook ● Critical Thinking Lessons in Literacy ● Whole Brain Teaching Video ● Critical Thinking Lesson Plans

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Pacing: 8 weeks		Unit 1
Writing Genre: Narrative		Unit 1 EXPRESSING MY UNIQUENESS
Unit 1 Standards		Unit 1 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● What makes a story good? ● How does reading add meaning to my life? ● How do readers adapt when text becomes more complex? ● How do we recall details and events from a text while connecting with the underlying structure of “story”? ● How does reading like an author improve my writing? ● How do I add voice so my writing sounds like me?
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		<ul style="list-style-type: none"> ● Read text closely, looking for key details regarding character, setting, or plot ● Analyze story elements for literal and inferential meaning ● Refer to the text to describe various story elements
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.	RI.4.4. 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> .	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to significant characters (i.e.: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes

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<p>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.</p>		<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text
<p>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.</p>		<ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Link the reading of the text to listening or viewing the same story ● Compare what was read to what was visualized and heard ● Cite textual evidence to support comparisons ● Analyze information presented in various formats to identify the key details ● Understand what is heard, viewed, or presented through various media formats to help make meaning of the text ● Explain how the information presented in various formats aids to the overall meaning
<p>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.</p>		<ul style="list-style-type: none"> ● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature ● Analyze how the theme is presented in the text ● Analyze the influence of culture on similar themes
<p>*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.</p>	<p>*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.</p>	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

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<p>RF.4.3.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>	
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 1 Writing Standards</p>	<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Compose a story hook to engage the reader ● Establish the story’s background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills

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of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none"> • Type at least one page in a single setting
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> • Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims
W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. 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.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> • Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information presented in multiple formats
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating	<ul style="list-style-type: none"> • Speak for a variety of purposes

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command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.4.1.E. Form and use prepositional phrases.</p> <p style="padding-left: 40px;">L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<ul style="list-style-type: none"> ● Recognize the purpose and function of prepositional phrases ● Identify prepositions and prepositional phrases when reading ● Use prepositional phrases in writing ● Identify the components of complete sentences ● Consistently write in complete sentences ● Distinguish complete sentences, fragments, and run-on sentences ● Revise fragments and run-ons to form complete sentences
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.4.2.A. Use correct capitalization.</p> <p style="padding-left: 40px;">L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p style="padding-left: 40px;">L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p style="padding-left: 40px;">L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading ● Use frequently confused words correctly in writing ● Identify the format for marking direct speech and quotations ● Apply the rules for marking direct speech and quotations when writing ● Identify rules for capitalization ● Apply capitalization rules consistently ● Identify coordinating conjunctions in sentences ● Use a comma before a coordinating conjunction in a compound sentence ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">L.4.3.A. Choose words and phrases to convey ideas precisely</p> <p style="padding-left: 40px;">L.4.3.B. Choose punctuation for effect</p> <p style="padding-left: 40px;">L.4.3.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)</p>	<ul style="list-style-type: none"> ● Select the most precise word to convey ideas ● Select punctuation to create effect in writing ● Use formal English and informal English in the appropriate settings
<p>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.</p> <p style="padding-left: 40px;">L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 40px;">L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> ● Determine synonyms and antonyms of words to show meaning
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics

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<p>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).</p>	<ul style="list-style-type: none"> ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary
Unit 1 Grade 4 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: opinion, informative, narrative Sketches Anecdotal notes Running records Oral discussion Interviews <i>Storyworks</i> activities Journal Description of a moment in history Speaking sample (flipgrid, etc.) Newsela writing responses Research outline / draft Pre-writing One Writer’s Share for Reading Fluency/ Public Speaking/Presenting STAR Reading Test (monthly) Teacher Conference on Reader’s Response Notebook (End of each unit) Discovery Education practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Vocabulary quizzes (academic vocabulary & words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>STAR Reading Test AR quizzes Response to reading: setting Historical fiction</p>
Core Instructional Materials Used in Unit 1	District/School Supplementary Resources for Unit 1

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<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading</p> <p>STAR Reading Test (monthly)</p> <p>Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills</p> <p>Units of Study for Teaching Reading; Reading Workshop 3-5</p> <p>Study Island: Reading/Writing</p> <p>Vocabulary / Spelling City</p> <p>Newsela: Nonfiction Literacy/Current Events</p> <p>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading</p> <p>Various Picture Books (15-25 Per Unit)</p>	<p>Google Keep: Research Tool/Organizing information</p> <p>Storyworks Infographic Template/Planning Pages</p> <p>Storyboardthat.com</p> <p>Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool</p> <p>Sports Illustrated for Kids Magazine</p> <p>National Geographic for Kids</p> <p>Dictionary.com, M-W.com, learnersdictionary.com</p> <p>Britannica School</p> <p>Typing Pal: keyboarding practice</p> <p>Pick-A-Prompt: Writing Topics</p> <p>Wordle.net: Vocabulary</p> <p>Brain Pop: Instructional videos on various topics</p> <p>YouTube: Various skills and topics</p> <p>Magnetic Poetry; Writing</p> <p>Teacher-made documents/quizzes/tests</p> <p>Book Titles for Consideration</p> <ul style="list-style-type: none"> ● The First Strawberries (Joseph Bruchac) ● Gleam and Glow (Eve Bunting) ● The Fantastic Flying Books of Mr. Morris Lessmore (William Joyce) ● The Girl with a Brave Heart (Rita Jahafuruz) ● Ralph Tells a Story (Abby Hanlon) ● See the Ocean (Estelle Condra) ● Roller Girl (Victoria Jamieson) 	
Possible Assignments and Activities		
<p>Writing:</p> <ul style="list-style-type: none"> ● Add sensory detail to writing with prepositional phrases Humorous versions of <i>The House the Jack Built</i> (relative pronoun practice) ● Present Progressive Poetry ● Retell a scene from a different point of view (graphic novel, prose, or comic option) ● Descriptions of historical scenes ● Historical fiction story <p>Technology standards: 8.1.5.A.3, 8.1.5.E.1</p>	<p>Speaking:</p> <ul style="list-style-type: none"> ● Peer conferencing (run-ons and fragments) ● Poetry Presentation 	<p>Multimedia:</p> <ul style="list-style-type: none"> ● Multimedia poetry presentation ● Definition word cloud (synonyms & antonyms) <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2</p>

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Plan for Language Study

Review: Subject & Verb Basic sentence construction Spelling & Punctuation rules	New: Relative pronouns Present progressive tense	Academic Vocabulary: narrative point of view first person third person perspective theme/point evidence genre summarize paragraph close reading narrator character trait exposition character development
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Interdisciplinary Connections throughout the K-12 Curriculum

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

<u>21st Century Skills/ Career Ready Practices:</u>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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2014 Technology Standards

<u>2014 NJ Technology Standards:</u>	8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in
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order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.

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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 3 weeks		Unit 2
Writing Genre: Information (mini-research)		Unit 2 LOOKING AT THE WORLD WITH A CURIOUS EYE
Unit 2 Standards		Unit 2 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● Why do research? ● How can determining importance / summarizing help me better comprehend texts? ● How does analyzing more than one text help us to interpret the author’s purpose? ● How does analyzing diverse media help us build our knowledge? ● How can knowledge be gathered, integrated, and presented to convey information?
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
	RI.4.3. Explain events, procedures, ideas, or concepts	<ul style="list-style-type: none"> ● Read text closely to identify key details ● Explain how or why historical events, scientific ideas or “how to” procedures

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	in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>happened</p> <ul style="list-style-type: none"> ● Use the text to support their answers
	RI.4.4. 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> .	<ul style="list-style-type: none"> ● ● Identify metaphors and similes
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text	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.	<ul style="list-style-type: none"> ● Link the reading of the text to listening or viewing the same story ● Compare what was read to what was visualized and heard ● Cite textual evidence to support comparisons ● Analyze information presented in various formats to identify the key details ● Understand what is heard, viewed, or presented through various media formats to help make meaning of the text ● Explain how the information presented in various formats aids to the overall meaning
	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.	<ul style="list-style-type: none"> ● Read two texts closely on the same subject to identify key details ● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension

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<p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.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.</p> <p>W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Introduce a topic clearly ● Compose a clear thesis statement ● Group related information in paragraphs and sections ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information using words and phrases ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation presented
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims

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	<ul style="list-style-type: none"> ● Group like ideas to organize writing
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. 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.</p> <p style="padding-left: 20px;">SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p style="padding-left: 20px;">SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 20px;">SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p style="padding-left: 20px;">SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<ul style="list-style-type: none"> ● Identify and define modal auxiliaries (can, may, must, etc.) ● Use the appropriate modal auxiliary to convey various conditions
L.4.2. Demonstrate command of the conventions of standard English	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading

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<p>capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Use frequently confused words correctly in writing ● Identify the format for marking direct speech and quotations ● Apply the rules for marking direct speech and quotations when writing ● Identify rules for capitalization ● Apply capitalization rules consistently ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.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 keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 2 Grade 4 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: informative, narrative</p> <p>Newspaper article</p> <p>Pictorial presentation / sketch</p> <p>Anecdotal notes</p> <p>Oral discussion</p> <p>Student journals</p> <p>Interviews</p> <p><i>Storyworks</i> activities</p> <p>Brochure / flyer</p> <p>Speaking sample (flipgrid, etc.)</p> <p>Research outline / draft</p> <p>Pre-writing</p> <p>Discovery Education practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p>	<p>Multimedia informational piece such as infographic or trading card</p> <p>STAR Reading Test</p> <p>AR quizzes</p> <p>Teacher Conference on Reader's Response Notebook (End of each unit)</p>

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<p>Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Vocabulary quizzes (academic vocabulary & words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	
Core Instructional Materials	District/School Supplementary Resources
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books (15-25 Per Unit)</p>	<p>Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Teacher-made documents/quizzes/tests Book Titles for Consideration:</p> <ul style="list-style-type: none"> ● Snowflake Bentley (Jacqueline Briggs Martin) ● Encounter (Jane Yolen) ● Amelia and Eleanor go for a Ride (Pam Munoz Ryan) ● Faithful Elephants (Yukio Tsuchiya) ● This is How we Do It: One Day in the Lives of Seven Kids from around the World (Matt LaMothe) ● Ron's Big Mission (Rose Blue) ● Who Would Win: Rhino vs. Hippo (Jerry Palotta)
Possible Assignments and Activities	
Writing:	Speaking: Multimedia:

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<ul style="list-style-type: none"> ● Dialogue poems with modal auxiliaries ● Permission letters / emails (humorous?) ● Dialogue writing practice and revision (commas and quotation marks) ● Original definition ● Informational article ● Multimedia informational piece (infographic, trading card, etc.) <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.E.1</p>	<ul style="list-style-type: none"> ● Pair / group discussions ● Class discussions of literature ● Paraphrase information orally ● Present information informally to a partner or small group 	<ul style="list-style-type: none"> ● Infographic or trading card <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2</p>
Plan for Language Study		
<p>Review:</p> <p>Relative pronouns</p> <p>Present progressive tense</p> <p>Spelling & Punctuation rules</p>	<p>New:</p> <p>Modal auxiliaries (can, must, may, etc.)</p> <p>Using commas and quotation marks to show dialogue and quotes from the text</p>	<p>Academic Vocabulary:</p> <p>informative importance media distinguish quotation marks dialogue paraphrase research cause / effect problem / solution compare / contrast chronology</p>
Interdisciplinary Connections throughout the K-12 Curriculum		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		
Integration of 21st Century Themes and Skills		
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p>	

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CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

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

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
 ([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

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English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 7 weeks		Unit 3
Writing Genre: Information		Unit 3 WORKING TOGETHER
Unit 3 Standards		Unit 3 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● What are the details that matter? ● Why is information organized in different ways? ● How does comparing texts increase my understanding? ● How do text features and variations of print help me comprehend text? ● How does word choice impact the overall meaning of the text? ● How do we gather and use key ideas and details from informational texts? ● How does the author’s point of view / purpose shape and direct the text?
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
	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.	<ul style="list-style-type: none"> ● Read text closely to identify key details ● Explain how or why historical events, scientific ideas or “how to” procedures happened ● Use the text to support their answers

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<p>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.</p>	<p>RI.4.4. 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>.</p>	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to mythological characters (ie: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text ● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
	<p>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.</p>	<ul style="list-style-type: none"> ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
	<p>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.</p>	<ul style="list-style-type: none"> ● Analyze information presented in various formats to identify the key details ● Understand what is heard, viewed, or presented through various media formats to help make meaning of the text ● Explain how the information presented in various formats aids to the overall meaning
	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> ● Identify reasons and evidence an author uses to support a claim ● Describe how an author uses proof to support a point in the text
	<p>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</p>	<ul style="list-style-type: none"> ● Read two texts closely on the same subject to identify key details ● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject

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	or speak about the subject knowledgeably.	
	*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.	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.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. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or		<ul style="list-style-type: none"> ● Introduce a topic clearly ● Compose a clear thesis statement ● Group related information in paragraphs and sections ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information using words and phrases ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation

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explanation presented.	
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.)	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here .)	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
W.4.8 (Choice). 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.	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories ● List the sources used
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills

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<p>SL.4.1. 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.</p> <ul style="list-style-type: none"> ● SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> ● Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<ul style="list-style-type: none"> ● Identify adjectives in sentences to determine their purpose ● Place adjectives in conventional order when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading ● Use frequently confused words correctly in writing ● Identify coordinating conjunctions in sentences ● Use a comma before a coordinating conjunction in a compound sentence ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.3. Use knowledge of language and its conventions when writing,</p>	<ul style="list-style-type: none"> ● Select the most precise word to convey ideas

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<p>speaking, reading, or listening.</p> <p>L.4.3.A. Choose words and phrases to convey ideas precisely</p> <p>L.4.3.B. Choose punctuation for effect</p> <p>L.4.3.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)</p>	<ul style="list-style-type: none"> ● Select punctuation to create effect in writing ● Use formal English and informal English in the appropriate settings
<p>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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.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>)</p> <p>L.4.4.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 keywords and phrases.</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Explain the meaning of simple similes and metaphors
<p>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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary
Unit 3 Grade 4 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: opinion, informative, narrative</p> <p>Newspaper article</p> <p>Pictorial presentation</p> <p>Anecdotal notes</p> <p>Running records</p> <p>Oral discussion</p> <p>Student journals</p> <p>Interviews</p> <p><i>Storyworks</i> activities</p>	<p>Multimedia research presentation</p> <p>AR quizzes</p> <p>Response to reading: author's purpose</p>

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<p>Journal Summary of research findings One Writer’s Share for Reading Fluency/ Public Speaking/Presenting STAR Reading Test (monthly) Teacher Conference on Reader’s Response Notebook (End of each unit) Speaking sample (flipgrid, etc.) Research outline / draft Pre-writing Discovery Education practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Vocabulary quizzes (academic vocabulary & words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books (15-25 Per Unit) Grade-level appropriate poetry for read-aloud and independent reading</p>	<p>Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing</p>

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	<p>Teacher-made documents/quizzes/tests Book Titles for Consideration:</p> <ul style="list-style-type: none"> ● Because of Mr. Terupt (Rob Buyea) ● So Far from the Sea (Eve Bunting) ● Boxes for Katje (Candace Fleming) ● Roxaboxen (Alice McLerran) ● Tuesday Tucks me in: The Loyal Bond between a Soldier and his Service Dog (Luis Carlos Montalvan) ● The One and Only Ivan (Katherine Applegate) ● Ivan: The Remarkable True Story of the Shopping Mall Gorilla (Katherine Applegate) ● A Seed is Sleepy (Dianna Hutts Aston) 	
Possible Assignments and Activities		
<p>Writing:</p> <ul style="list-style-type: none"> ● Original poetry; Informational poetry ● Compound sentences to present research ● Informational paragraphs ● Captions for photographs ● Notes for research ● Headlines / titles <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.E.1</p>	<p>Speaking:</p> <ul style="list-style-type: none"> ● Multimedia presentation of research ● Pair/ group/ class discussions 	<p>Multimedia:</p> <ul style="list-style-type: none"> ● Multimedia presentation of research (including video and/or audio, photographs/captions, etc.) <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.E.1</p>
Plan for Language Study		
<p>Review:</p> <p>Modal auxiliaries (can, must, may, etc.)</p> <p>Using commas and quotation marks to show dialogue and quotes from the text</p>	<p>New:</p> <p>Order of adjectives</p> <p>Use a comma before a coordinating conjunction (FANBOYS) in a compound sentence</p>	<p>Academic Vocabulary:</p> <p>verse rhythm alliteration personification</p> <p>simile metaphor inference support</p> <p>publish context clues source transition word</p> <p>conclusion</p>
Interdisciplinary Connections throughout the K-12 Curriculum		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) 		

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- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

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Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Provide copy of classnotes
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Modifications for Assessments

- Extended time on classroom tests and quizzes.
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Pacing: 7 weeks		Grade 4 Unit 4
Writing Genre: Opinion		Unit 4: THINKING FOR MYSELF
Unit 4 Standards		Unit 4 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do readers construct meaning? ● How can I respond to reading in a variety of ways? ● Why do we write? ● How do we express opinions by integrating knowledge and ideas in a clear and concise manner? ● How do stories build connections between people? ● How is opinion writing different from narrative and informational writing?
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		<ul style="list-style-type: none"> ● Read text closely, looking for key details regarding character, setting, or plot ● Analyze story elements for literal and inferential meaning ● Refer to the text to describe various story elements

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<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> ● Identify reasons and evidence an author uses to support a claim ● Describe how an author uses proof to support a point in the text
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>	
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1.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>W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.D. Provide a conclusion related to the opinion presented.</p>		<ul style="list-style-type: none"> ● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer’s purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Logically order reasons that are supported by facts ● Support the opinion with facts and details from texts or other sources ● Use transitional words and phrases to connect opinions to reasons ● Write a conclusion related to the opinion presented
<p>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.)</p>		<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language</p>		<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to

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standards 1-3 up to and including grade 4 here.)	<p>assist with developing a plan for writing</p> <ul style="list-style-type: none"> Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Use strategies for reading literary and informational text to investigate topics Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events Explain how an author uses proof to support a point in informational text Prove each point with evidence from the text Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. 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.</p> <p style="color: red;">SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> Determine the speaker's reasons and evidence Evaluate whether the speaker's reasoning is rational Evaluate whether there is enough evidence to support the claims
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.	<ul style="list-style-type: none"> Report on a topic or text, telling a story, or recounting an event in an organized, logical manner Present information orally and in coherent, spoken sentences Use an appropriate pace when presenting Present and logically support personal opinions
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>)</p>	<ul style="list-style-type: none"> Identify and define relative pronouns Use appropriate relative pronouns and relative adverbs when writing or speaking Identify progressive verb tenses in sentences

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<p>and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.</p>	<ul style="list-style-type: none"> • Select the appropriate verb tense to use when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • Identify words that are frequently confused when reading • Use frequently confused words correctly in writing • Identify rules for capitalization • Apply capitalization rules consistently • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A. Choose words and phrases to convey ideas precisely</p>	<ul style="list-style-type: none"> • Select the most precise word to convey ideas

Unit 4 Grade 4 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: opinion, narrative</p> <p>Pictorial presentation</p> <p>Anecdotal notes</p> <p>Oral discussion</p> <p>Student journals</p> <p>Interviews</p> <p><i>Storyworks</i> activities</p> <p>Reader's conferences</p> <p>Small group instruction</p> <p>STAR Reading Test (monthly)</p> <p>Teacher Conference on Reader's Response Notebook (End of each unit)</p> <p>Speaking sample (flipgrid, etc.)</p> <p>Outline / draft of writing</p> <p>Pre-writing</p> <p>Discovery Education practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p> <p>Class discussions</p> <p>Writing drafts and conferences</p> <p>Newsela quizzes and responses*</p> <p>Reading responses*</p>	<p>Opinion writing piece</p> <p>Informal oral debate and/or fishbowl discussion</p> <p>AR quizzes</p> <p>Response to reading: critique of opinion / editorial</p>

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<p>Vocabulary quizzes (academic vocabulary & words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books (15-25 Per Unit)</p>	<p>Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Typing Pal: keyboarding practice Google Keep: Research Tool/Organizing information Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Teacher-made documents/quizzes/tests Book Titles to Consider:</p> <ul style="list-style-type: none"> ● Smoky Night (Eve Bunting) ● Wonder (R. J. Palacio) ● The Rough-Face Girl (Rafe Martin) ● The Other Side (Jacqueline Woodson) ● One (Kathryn Otoshi) ● Hatchet (Gary Paulsen) ● Maniac Magee (Jerry Spinelli) ● Goin' Somewhere Special (Patricia C. McKissack) ● Grace for President (Kelly DiPucchio)
<p style="text-align: center;">Possible Assignments and Activities</p>	
<p>Writing:</p>	<p>Speaking:</p>
<p>Multimedia:</p>	

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<ul style="list-style-type: none"> ● 6-word slogan / poster for opinion ● Persuasive letter ● Opinion piece ● Google forms (student-generated survey) ● Treasure hunt clues (prepositional phrases) ● Add detail to writing with prepositional phrases to develop setting and time ● Revise for run-ons and fragments ● Revise for precise word choice 	<p>Pair discussions Informal debates (Individual / team) Fishbowl discussions</p>	<p>Google forms Present opinions using digital tool such as Bubblr or Puppet Pals, etc.</p> <p>Peer feedback</p> <p>Digital comic, storyboard, picture book, etc. (option)</p> <p>Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.C.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.F.1</p>
Plan for Language Study		
<p>Review: Modal auxiliaries Order of adjectives Use a comma before a coordinating conjunction (FANBOYS) in a compound sentence</p>	<p>New: Prepositions & prepositional phrases Run-on sentences & fragments</p>	<p>Academic Vocabulary: sentence synonym antonym phrase preposition adverb voice fragment run-on sentence comma verb tense</p>
Interdisciplinary Connections throughout the K-12 Curriculum		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		
Integration of 21st Century Themes and Skills		
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.</p>	

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	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<p>2014 NJ Technology Standards:</p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<p><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking <p style="text-align: center;"><u>English Language Learners:</u></p> <p>Modifications for Classroom</p>	

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- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests

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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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Modifications for Assessments

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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

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- Establish procedures for accommodations / modifications for assessments.

Pacing: 2 weeks		Unit 5	
Writing Genre: ALL		Unit 5 PERSEVERANCE VS. QUITTING (Test Prep)	
Unit 5 Standards (In the sections below, list the standard indicator from NJSLs and the description)		Unit 5 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do I show what I know? ● How do identify keywords in a question? ● How do I check my work? 	
Unit 5 Reading Standards		Unit 5 Reading Critical Knowledge and Skills	
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details 	
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 .	RI.4.4. 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> .	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to mythological characters (ie: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes 	

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<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text ● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> ● Identify reasons and evidence an author uses to support a claim ● Describe how an author uses proof to support a point in the text
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature ● Analyze how the theme is presented in the text ● Analyze the influence of culture on similar themes ● Read two texts closely on the same subject to identify key details ● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 5 Writing Standards</p>	<p>Unit 5 Writing Critical Knowledge and Skills</p>	
<p>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.)</p>		<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece

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<p>(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>Unit 5 Speaking and Listening Standards</p>	<p>Unit 5 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.4.1. 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.</p> <p style="color: red;">SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
<p>Unit 5 Language Standards</p>	<p>Unit 5 Language Critical Knowledge and Skills</p>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey</p>	<ul style="list-style-type: none"> ● Identify and define relative pronouns ● Use appropriate relative pronouns and relative adverbs when writing or speaking ● Identify progressive verb tenses in sentences ● Select the appropriate verb tense to use when writing or speaking ● Identify and define modal auxiliaries ● Use the appropriate modal auxiliary to convey various conditions ● Identify adjectives in sentences to determine their purpose

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<p>various conditions. L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.1.E. Form and use prepositional phrases. L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<ul style="list-style-type: none"> ● Place adjectives in conventional order when writing or speaking ● Recognize the purpose and function of prepositional phrases ● Identify prepositions and prepositional phrases when reading ● Use prepositional phrases in writing ● Identify the components of complete sentences ● Consistently write in complete sentences ● Distinguish complete sentences, fragments, and run-on sentences ● Revise fragments and run-ons to form complete sentences
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.A. Use correct capitalization. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading ● Use frequently confused words correctly in writing ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>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.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.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>)</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Explain the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning
<p>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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary
Unit 5 Grade 4 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Written samples: opinion, informative, narrative	Responses to writing prompts in all relevant genres

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<p>Anecdotal notes Oral discussion Interviews <i>Storyworks</i> activities Journal Speaking sample (flipgrid, etc.) Pre-writing / Drafts of writing Self-reflection Discovery Education practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Vocabulary quizzes (academic vocabulary & words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>AR quizzes Response to reading: theme</p>
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Authentic Released PARCC materials Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) <i>Storyworks</i> Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books</p>	<p>Google Keep: Research Tool/Organizing information <i>Storyworks</i> Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Discovery Education Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Brain Pop; Flocabulary: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Teacher-made documents/quizzes/tests</p>

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	Book titles for Consideration: <ul style="list-style-type: none"> ● Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival (Kirby Larson) 	
Possible Assignments and Activities		
Writing: <ul style="list-style-type: none"> ● Responses to writing prompts ● Metacognitive reflection ● How-to lists 	Speaking: <ul style="list-style-type: none"> ● Class discussion ● Peer conferencing ● Oral evaluation of responses 	Multimedia: <ul style="list-style-type: none"> ● N/A
Plan for Language Study		
Review: Prepositions & prepositional phrases Run-on sentences & fragments Use a comma before a coordinating conjunction (FANBOYS) in a compound sentence	New: N/A	Academic Vocabulary: identify revise edit significant
Interdisciplinary Connections throughout the K-12 Curriculum		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		
Integration of 21st Century Themes and Skills		
<u>21st Century Skills/ Career Ready Practices:</u>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	

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CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

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

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 8 weeks		Unit 6
Writing Genre: Information & Various, depending on group / individual needs		Unit 6 BECOMING A LEADER
Unit 6 Standards		Unit 6 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● What are readers thinking as we read? ● How do readers deepen their understanding of a text? ● Why do we need to evaluate what we read? ● How can knowledge be gathered, integrated, and presented in various ways to convey information?
Unit 6 Reading Standards		Unit 6 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
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).	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on	<ul style="list-style-type: none"> ● Read text closely, looking for key details regarding character, setting, or plot ● Analyze story elements for literal and inferential meaning ● Refer to the text to describe various story elements ● Read text closely to identify key details ● Explain how or why historical events, scientific ideas or “how to” procedures

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	specific information in the text.	<p>happened</p> <ul style="list-style-type: none"> ● Use the text to support their answers
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 .	RI.4.4. 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> .	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to mythological characters (ie: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
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.	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.	<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text ● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
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.	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.	<ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
	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.	<ul style="list-style-type: none"> ● Analyze information presented in various formats to identify the key details ● Understand what is heard, viewed, or presented through various media formats to help make meaning of the text ● Explain how the information presented in various formats aids to the overall meaning
	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> ● Identify reasons and evidence an author uses to support a claim ● Describe how an author uses proof to support a point in the text
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	RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on	<ul style="list-style-type: none"> ● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature ● Analyze how the theme is presented in the text ● Analyze the influence of culture on similar themes ● Read two texts closely on the same subject to identify key details

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adventure stories) on their approaches to similar themes and topics.	the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> ● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
*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.	*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.	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 6 Writing Standards		Unit 6 Writing Critical Knowledge and Skills
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.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. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented.		<ul style="list-style-type: none"> ● Introduce a topic clearly ● Compose a clear thesis statement ● Group related information in paragraphs and sections ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information using words and phrases ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.		<ul style="list-style-type: none"> ● Compose a story hook to engage the reader ● Establish the story’s background or situation ● Introduce a narrator and/or characters

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<p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>W.4.8 (Choice). 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.</p>	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories ● List the sources used
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral

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	response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 6 Speaking and Listening Standards	Unit 6 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. 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.</p> <ul style="list-style-type: none"> ● SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions 	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> ● Determine the speaker's reasons and evidence ● Evaluate whether the speaker's reasoning is rational ● Evaluate whether there is enough evidence to support the claims
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ● Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 6 Language Standards	Unit 6 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses. L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. 	<ul style="list-style-type: none"> ● Identify and define relative pronouns ● Use appropriate relative pronouns and relative adverbs when writing or speaking ● Identify progressive verb tenses in sentences ● Select the appropriate verb tense to use when writing or speaking ● Identify and define modal auxiliaries ● Use the appropriate modal auxiliary to convey various conditions ● Identify adjectives in sentences to determine their purpose ● Place adjectives in conventional order when writing or speaking

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<p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.1.E. Form and use prepositional phrases.</p> <p>L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<ul style="list-style-type: none"> ● Recognize the purpose and function of prepositional phrases ● Identify prepositions and prepositional phrases when reading ● Use prepositional phrases in writing ● Identify the components of complete sentences ● Consistently write in complete sentences ● Distinguish complete sentences, fragments, and run-on sentences ● Revise fragments and run-ons to form complete sentences
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading ● Use frequently confused words correctly in writing ● Identify the format for marking direct speech and quotations ● Apply the rules for marking direct speech and quotations when writing ● Identify rules for capitalization ● Apply capitalization rules consistently ● Identify coordinating conjunctions in sentences ● Use a comma before a coordinating conjunction in a compound sentence ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Explain the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning
<p>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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary
Unit 6 Grade 4 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: opinion, informative, narrative</p> <p>Pictorial presentation / sketches</p> <p>Anecdotal notes</p> <p>Running records</p> <p>Oral discussion</p>	<p>STAR Reading Test</p> <p>AR quizzes</p> <p>Response to reading: how text structure / text features support central idea</p>

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<p>Student journals Interviews <i>Storyworks</i> activities One Writer’s Share for Reading Fluency/ Public Speaking/Presenting STAR Reading Test (monthly) Teacher Conference on Reader’s Response Notebook (End of each unit) Speaking sample (flipgrid, etc.) Research outline / draft Pre-writing Discovery Education practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Vocabulary quizzes (academic vocabulary & words from read alouds)*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Vocabulary / Spelling City Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books (15-25 Per Unit)</p>	<p>Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Discovery Education Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Flocabulary Brain Pop: Instructional videos on various topics</p>

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	YouTube: Various skills and topics Magnetic Poetry; Writing Teacher-made documents/quizzes/tests Book titles for consideration: <ul style="list-style-type: none"> ● One Thousand Tracings (Lita Judge) ● Lon Po Po (Ed Young) ● Favorite Greek Myths (Mary Pope Osborne) ● Bud, Not Buddy (Christopher Paul Curtis) ● Each Kindness (Jacqueline Woodson) ● 14 Cows for America (Carmen Deedy) ● Fireboat: The Heroic Adventures of the John J. Harvey (Maira Kalman) 	
Possible Assignments and Activities		
Writing: <ul style="list-style-type: none"> ● Short independent research ● Letter of thanks, advice, etc. ● Personal narrative Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.D.1, 8.1.5.D.2	Speaking: Presentation of personal credo or leadership project Peer feedback Book club discussions Readers' Theater	Multimedia: Presentation of information or narrative in video (We Video) or picture book (Storybird) format Multimedia illustrations of idioms Technology standards: 8.1.5.A.1, 8.1.5.A.2
Plan for Language Study		
Review: Run-on sentences & fragments	New: N/A	Academic Vocabulary: idiom
Interdisciplinary Connections throughout the K-12 Curriculum		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings 		

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- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**
([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.

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- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.