

Pequannock Township School District

Curriculum Syllabus

Grade 4 ELA

Course Description:

The overarching goal of the Grade 4 Language Arts Curriculum is to provide students with the literacy skills and knowledge to be prepared for middle school, followed by high school, college and a career as encapsulated in the New Jersey Student Learning Standards: reading, writing, speaking, listening, and language. This comprehensive interdisciplinary language arts program offers tools and strategies to provide students' success at their personal level in the medium appropriate to their individual needs. Identified enduring understandings, essential questions, and learning targets, matched with appropriate formative and summative assessments ensure student progress and achievement are monitored and met. The curriculum has been designed to include high quality literature, explicit instruction, authentic practice, and assessments designed to provide students with opportunities to have a variety of engaging academic experiences related to the empowering world of language arts.

Writing instruction incorporates the ideas of conventions, process and craft. Students must master certain conventions in order to communicate their ideas and information clearly. Systematic instruction and practice in spelling, grammar, mechanics and presentation skills help students become effective writers. Students should learn about and practice the process skills that good writers use including: planning, revising, re-writing and re-thinking. Particular attention should systematically be paid to revision strategies such as: adding, deleting and clarifying text. Determining a clear focus, organization, effective word choice, and sentence structures allows students to express their own viewpoints. Skills should be reinforced cumulatively in lessons that teach the elements of writing forms.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

Progress Indicators for Reading Literature

Key Ideas and Details

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

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

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

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

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

Range of Reading and Complexity of Text

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

Progress Indicators for Informational Text

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

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

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

Fluency

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

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

Anchor Standards for Writing

Text Types and Purposes

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Range of Writing

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Writing

Text Types and Purposes

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

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

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

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

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;

demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

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

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

- A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

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

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

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

SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

Presentation of Knowledge and Ideas

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

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

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

Anchor Standards for Language

Conventions of Standard English

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

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

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

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions,

effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Progress Indicators for Language

Conventions of Standard English

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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

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

Vocabulary Acquisition and Use

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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

Scope and Sequence

Unit 1 (Trimester 1) Reading Fiction Well and Narrative Writing

Fourth grade readers are transitioning from learning to read to reading to learn. The year begins by creating a community of readers who take charge of their reading lives and establish attainable reading goals for themselves. There is also a focus on close reading tied specifically to making connections to text, improving vocabulary understanding with context clues, dissecting characters, theme and literary elements to develop well written summaries. Students will also develop conversational skills to discuss and analyze text. Fourth grader writers will also be focusing on narrative writing - both personal narrative and fiction writing.

Reading: Fiction

Writing: Narrative Writing

Humanities Connection: NJ Colonial Life/Government

STEM Connection: Weathering & Erosion/Earth's Processes (*before introduce CER & 5E Model*)

Unit 2 (Trimester 1 & 2) Reading Closely for Meaning - Informational/RST

Students will continue the fourth grade ELA curriculum with a focus on close reading tied specifically to activating prior knowledge, analyzing text structure, and how to determine main ideas and how key details support these main ideas in informational texts. Students will shift gears to make inferences, analyze point of view, and identifying theme/central idea in a historical fiction text. Students will be writing for information to complete a research simulation task. This unit's time frame is 12 weeks to allow for conducting lessons focused upon one genre of writing at a time to allow for student exploration and development within each genre.

Reading: Informational

Writing: Narrative Writing

Humanities Connection: Lenape Life

STEM Connection: Structures & Functions/How Organisms Process Information

Unit 3 (Trimester 2) Exploration of Text - Opinion/Literary Analysis *If You Traveled on the Underground Railroad*, Ellen Levine

Students will continue the fourth grade ELA curriculum during this mixed genre unit (Nonfiction and Fiction) with a focus on close reading tied specifically to identifying evidence based on claims, text structure, making inferences, point of view, identifying theme/central idea, and extracting main ideas and details from informational text as well as summarizing and character analysis. Students also will continue to improve vocabulary and word usage through study of figurative language, homophones, and word morphology (roots, affixes, etc.) Students will also be focusing upon both opinion writing and literary analysis. This mixed genre unit's time frame is 11 weeks to allow for conducting lessons focused upon one genre of writing at a time (Opinion followed by Literary Analysis) to allow for student exploration and development within each genre.

Reading: Opinion/Literary Analysis, Narrative

Writing: Opinion and Literary Analysis

Humanities Connection: African American History

STEM Connection: Transfer of Energy/Force & Motion

Unit 4 (Trimester 2 & 3) Analyzing Change - Memoir

Students will wrap up the fourth grade ELA curriculum with a focus on close reading, exploring a unit of poetry and literature, tied specifically to literary devices, use of figurative language, making inferences, point of view, text evidence, identifying theme/central idea, and extracting main ideas and details from hybrid texts as well as summarizing and character analysis. Students will continue to develop vocabulary studying Greek and Latin roots and pay attention to literary devices to uncover themes in texts as well as to develop bigger ideas about universal themes. Students will also be focusing upon memoir and revisit narrative writing.

Reading: Poetry and Literature

Writing: Memoir and Narrative Writing

Humanities Connection: NJ & Road to Revolution

STEM Connection: Using Engineering Design with Force & Motion System/ Waves & Information

Assessments

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning
- Formative assessments given by teachers to gauge progress toward each standard
- Reading and Writing standards-based report card rubrics
- DRA
- SRI
- Common Writing Assessments

Curriculum Resources

Anchor Programs/Teacher Materials

The Reading Strategies Book, Jennifer Serravallo

The Writing Strategies Book, Jennifer Serravallo

Comprehension and Collaboration: Inquiry Circles in Action, Stephanie Harvey and Harvey Daniels

Strategies that Work: Teaching Comprehension to Enhance Understanding, Stephanie Harvey and Anne Goudvis

Comprehension Toolkit, Stephanie Harvey

Units of Study, Lucy Calkins and Colleagues

The Kid Who Ran for President, Dan Gutman

Storyworks

Optional: The Whipping Boy by Sid Fleischman

My Librarian is a Camel: How Books Are Brought to Children Around the World, Margriet Ruurs (Used in Humanities for Map Skills)

Empowering Writers

6 + 1 Traits

Litcircles.org (Literature Circles)

Webb's Depth of Knowledge Wheel

The Birchbark House by Louise Erdrich

Optional: Hurricanes Earth's Mightiest Storms by Patricia Lauber

Readingrockets.org (QAR)

Where the Mountain Meets the Moon by Grace Lin

Good Habits Great Readers Unit 2; Unit 7

**The House of Dies Drear*, Virginia Hamilton *will be read in Humanities

If You Traveled on the Underground Railroad, Ellen Levine

Tuck Everlasting, Natalie Babbitt

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- <http://thinkonline.smarttutor.com/a-poem-for-my-gold-fish-phonemic-awareness-rhyming-second-grade/>
- <https://www.kidsa-z.com/main/Login>
- <https://www.readingrockets.org/>
- <http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html>
- <https://kids.scholastic.com/kids/home/>
- <https://www.poetry4kids.com/poems>