

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



ELA

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 4
Credit Value:	N/A
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**Modifications will be made to accommodate IEP mandates for classified students**

Grade 4 Reading Pacing Guide

Marking Period 1

<p><b>Making Meaning Unit</b></p>	<p><b>Standard</b> <u>Social Emotional Competencies</u></p>
<p><b>The Reading Community Unit 1</b> Fiction (2 weeks)</p> <p><i>A Bad Case of Stripes</i> <b>RL.4.2</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>The Old Woman Who Named Things</i> <b>RL.4.3</b></p> <p><i>The Song and Dance Man</i> <b>RL.4.1</b></p>	<p><b>RL.4.1</b> Refer to details and examples in the text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarizes the text</p> <p><b>RL.4.3</b> Describe in depth the 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)</p> <p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature</p> <p><b>RL.4.7</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</p>
<p><b>Recognizing Text Features Unit 2</b> <b>Expository Nonfiction</b> (3 weeks)</p> <p><i>Shattering Earthquakes</i> <b>RI.4.6, RI.4.7</b></p> <p><i>“Tying the Score: Men, Women, and Basketball”</i> <b>RI.4.7</b></p> <p><i>“Food for Thought: Cafeteria Menus Shape Up”</i> <b>RI.4.7</b></p> <p><i>(Replaced by My New Home After Iraq)</i> <i>Nineteenth Century Migration to America</i> <b>RI.4.7, RI.4.8</b></p> <p><i>(Replacement Lesson) My New Home After Iraq</i> <b>RI.4.7, RI.4.8</b></p>	<p><b>RI.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text</p>

<p><b>Questioning</b>  <b>Unit 3</b>  <b>Expository Nonfiction</b>          (3 weeks)</p> <p><i>Animal Senses: How Animals See, Hear, Taste, Smell, and Feel</i> <b>RI.4.1</b></p> <p><i>Slinky Scaly Slithery Snakes</i> <b>RI.4.1, RI.4.3</b></p>	<p><b>RI.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text</p>
<p>Vocabulary          Weeks 1 through 8</p>	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.4.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

**Marking Period 2**

<p><b>Making Meaning Unit</b></p>	<p><b>Standard</b> <b>Social Emotional Competencies</b></p>
<p><b>Analyzing Text Structure</b> <b>Unit 7</b> <b>Expository Nonfiction</b> (4 weeks)</p> <p><i>Virtual Worlds: Community in a Computer</i> <b>RI.4.1., RI.4.2., RI.4.9.</b></p> <p><i>School Uniforms: The Way to Go</i> <b>RI.4.1., RI.4.8., RI.4.9.</b></p> <p><i>School Uniforms: No Way</i> <b>RI.4.1., RI.4.8., RI.4.9.</b></p> <p><i>How to Make Oobleck</i> <b>R.I 4.5., R.I 4.7.</b></p> <p><i>Simon’s Sandwich Shop</i> <b>R.I 4.5., R.I 4.7.</b></p> <p><i>City of Lawrence Street Map</i> <b>R.I 4.5., R.I 4.7.</b></p> <p><i>Farm Workers Unite: The Great Grape Boycott</i> <b>R.I 4.1., R.I 4.3, R.I 4.5.</b></p>	<p><b>RI.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10.</b> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
<p><b>Analyzing Text Structure</b> <b>Unit 4</b> <b>Fiction</b> <b>Narrative Nonfiction</b> <b>Drama</b> (5 Weeks)</p> <p><i>Thunder Cake</i> <b>RL.4.3</b></p> <p><i>The Princess and the Pizza</i> <b>RL.4.3</b></p> <p><i>Chicken Sunday</i> <b>RL.4.1, RL.4.3</b></p>	<p><b>RL.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</p> <p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature</p> <p><b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations</p>

<p><i>The Bat Boy &amp; His Violin</i> <b>RL.4.3</b></p> <p><i>Teammates</i> <b>RL.4.6</b></p> <p><i>“Demeter and Persephone”</i> <b>RL.4.2, RL.4.5</b></p> <p><i>“Co-Chin and the Spirits”</i> <b>RL.4.2, RL.4.3</b></p> <p><i>Gluskabe and Old Man Winter from Pushing Up the Sky</i> <b>RL.4.5</b></p>	<p><b>RL.4.7</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</p> <p><b>RI.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text</p>
<p>Vocabulary Weeks 9 through 15</p>	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.4.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

**Marking Period 3**

<p><b>Making Meaning Unit</b></p>	<p><b>Standard</b> <b>Social Emotional Competencies</b></p>
<p><b>Making Inferences Unit 5</b> <b>Fiction and Poetry</b> (3 weeks)</p> <p><i>Hurricane</i> <b>RL.4.1</b></p> <p><i>“My Man Blue”</i> <b>RL.4.1</b></p> <p><i>“When We First Met”</i> <b>RL.4.1</b></p> <p><i>“Second Son”</i> <b>RL.4.1</b></p> <p><i>“Grounded”</i> <b>RL.4.1</b></p> <p><i>“The Watcher”</i> <b>RL.4.1</b></p>	<p><b>RL.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</p> <p><b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations</p> <p><b>RL.4.7</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</p>
<p><b>Making Inferences Unit 6</b> <b>Fiction</b> <b>Expository Nonfiction</b> <b>Narrative Nonfiction</b> (4 weeks)</p> <p><i>Amelia’s Road</i> <b>RL.4.1., RL.4.2, RL.4.3</b></p> <p><i>Peppe the Lamplighter</i> <b>RL.4.1., RL.4.2, RL.4.3</b></p> <p><i>Malala Yousafzai: Warrior with Words</i> (Replacement Lesson)</p> <p><b>R.I.4.1, RI.4.3., RI.4.6</b></p> <p><i>(Replaced by Malala Yousafzai) Coming to America</i> <b>R.I.4.1, RI.4.3., RI.4.6</b></p> <p><i>Sixteen Years in Sixteen Second: The Sammy Lee Story</i> (Replacement Lesson)</p>	<p><b>RL.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>RL.4.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events,</p>

<p><b>R.I.4.1, RI.4.3., RI.4.6</b> <i>(Replaced by Sixteen Years in Sixteen Second: The Sammy Lee Story) A Picture Book of Harriet Tubman</i> <b>R.I.4.1, RI.4.3., RI.4.6</b></p>	<p>ideas, concepts, or information in a text or part of a text.  <b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  <b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.  <b>RI.4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.  <b>RI.4.10.</b>                  By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
<p>Vocabulary Weeks 16 through 23</p>	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.  <b>L.4.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>



**Marking Period 4**

<p><b>Making Meaning Unit</b></p>	<p><b>Standard</b> <b><u>Social Emotional Competencies</u></b></p>
<p><b>Determining Important Ideas and Summarizing</b> <b>Unit 8</b> <b>Narrative Nonfiction</b> (5 weeks)</p> <p><i>Flight</i> <b>RL.4.1., RI.4.1., RI.4.2., RI.4.6.</b></p> <p><i>A Picture Book of Amelia Earhart</i> <b>RL.4.1., RI.4.1., RI.4.2., Ri.4.7.</b></p> <p><i>(Replacement Text) Kiki's Journey</i></p> <p><b>RL.4.1, RL.4.3,</b></p> <p><i>(Replaced by Kiki's Journey) In My Own Backyard</i> <b>RL.4.1, RL.4.3,</b></p> <p><i>(Replacement Text) Rosa</i> <b>RL.4.1., RI.4.1., RI.4.2., Ri.4.6.</b></p> <p><i>(Replaced by Rosa) A Picture Book of Rosa Parks</i> <b>RL.4.1., RI.4.1., RI.4.2., Ri.4.6.</b></p> <p><i>Excerpt from Rosa Parks: My Story</i> <b>RL.4.1., RI.4.1., RI.4.2., Ri.4.6.</b></p>	<p><b>RL.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.7.</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.10.</b> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
<p><b>Revisiting the Reading Community</b> <b>Unit 9</b> Student's Choice of Text (1 weeks)</p>	<p><b>RL.4.1</b> Refer to details and examples in the text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarizes the text</p> <p><b>RL.4.3</b> Describe in depth the 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)</p> <p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature</p> <p><b>RL.4.7</b> Make connections between specific descriptions and directions in a text and a visual or oral representation</p>

	<p>of the text</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</p>
<p>Vocabulary Weeks 24 through 30</p>	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.4.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Grade 4 Writing Pacing Guide

Marking Period 1 September-November				
Fourth Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>The Writing Community Unit 1 <i>Sylvester and the Magic Pebble</i> <i>Wizzil</i> <i>“About William Steig”</i> <i>“I’m Sorry!”</i> <i>“I’m Much Too Tired to Play Tonight”</i> <i>“The Fly Is In”</i> <i>The Bicycle Man</i> <i>Tea with Milk</i> <i>“About Allen Say”</i> <i>Desert Voices</i> <i>Everything Reptile</i></p> <p>The Writing Process Unit 2 <i>“More About Allen Say”</i></p> <p>Personal Narrative Unit 3 <i>“First Days and “Mamma Sewing”</i> <i>“Joe Louis”</i> <i>“A Snake Named Moon”</i> <i>The Moon and I</i> <i>“Hot Rolls”</i> <i>“Learning the Hard Way”</i> <i>“The Mirror”</i> <i>“Little Things”</i></p> <p>Skill Practice Book: Lessons 1-8</p>	<p><b>W.4.1 (a,b,c,d)</b> Write opinion pieces <b>W.4.3 (a,b,c,d,e)</b> Write narrative pieces <b>W.4.4 (a,b,c,d,e)</b> Organize writing <b>W.4.5</b> Plan, revise, edit <b>W.4.6</b> Use technology to produce, publish &amp; collaborate <b>W4.9a Apply Grade 4 Reading Standards to Literature</b> <b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL4.1 (a,b,c,d)</b> Converse collaboratively <b>SL4.2</b> Paraphrase information presented orally/ other media <b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L.4.1 (a,b,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions) <b>L.4.2 (a,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling <b>L.4.3 (a,)</b> Use knowledge of language <b>L.4.4 (c)</b> Determine or clarify unknown/multiple meaning words &amp; phrases <b>L.4.5 (c)</b> Demonstrate word relationships, figurative language</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

<b>Marking Period 2 November-January</b>				
Fourth Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>Personal Narrative Unit 3 <i>Drafts</i> <i>Analyzing and Revising</i> <i>Proofreading</i></p> <p>Fiction Unit 4 <i>Tar Beach</i> <i>Night of the Gargoyles</i> <i>Miss Rumphius</i> <i>Owl Moon</i> <i>Roxaboxen</i> <i>The Day of Ahmed's Secret</i> <i>Morning on the Lake</i> <i>"About Jane Yolen"</i></p> <p>Skill Practice Book: Lessons 9-15</p>	<p><b>W.4.1 (a,b,d) Write opinion pieces</b>  <b>W.4.2 (a,b,c,d,e,) Write</b> informative &amp; explanatory  <b>W.4.3 (a,b,c,d,e) Write</b> narrative pieces  <b>W.4.4 (a,b,c,d,e) Organize</b> writing  <b>W.4.5</b> Plan, revise, edit  <b>W.4.6</b> Use technology to produce, publish &amp; collaborate  <b>W.4.7</b> Conduct short research  <b>W4.9a Apply Grade 4 Reading Standards to Literature</b>  <b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL4.1 (a,b,c,d)</b> Converse collaboratively  <b>SL4.2</b> Paraphrase information presented orally/ other media  <b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L.4.1 (a,b,c,d,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)  <b>L.4.2 (a,b,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling  <b>L.4.3 (b)</b> Use knowledge of language</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

<b>Marking Period 3 January- April</b>				
Fourth Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
<p>Expository Nonfiction Unit 5 <i>Australia</i> <i>Kenya: A Question and Answer Book</i> <i>Mexico</i> <i>A Visit to Italy</i> <i>The Ultimate Fact Book</i> <i>A Visit to Japan</i></p> <p>Unit 6: Opinion Writing Unit 6 <i>"Bugs Are Creepy"</i> <i>"Insects are Amazing"</i> <i>"Helping Other Countries"</i> <i>"It Is Our Money and We Need It"</i> <i>"Bike Helmets"</i></p> <p>Skill Practice Book: Lessons 16-23</p>	<p><b>W.4.1 (a,b,c,d)</b> Write opinion pieces</p> <p><b>W.4.2 (a,b,c,d,e,)</b> Write informative &amp; explanatory</p> <p><b>W.4.4</b> Organize writing</p> <p><b>W.4.5</b> Plan, revise, edit</p> <p><b>W.4.6</b> Use technology to produce, publish &amp; collaborate</p> <p><b>W.4.7</b> Conduct short research</p> <p><b>W.4.8</b> Recall relevant information from experiences</p> <p><b>W4.9ab</b> Apply Grade 4 Reading Standards to Literature</p> <p><b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL4.1 (a,b,c,d)</b> Converse collaboratively</p> <p><b>SL4.2</b> Paraphrase information presented orally/ other media</p> <p><b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L.4.1 (a,b,c,d,f)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</p> <p><b>L.4.2 (d)</b> Demonstrate command of conventions capitalization, punctuation, spelling</p> <p><b>L.4.3 (c)</b> Use knowledge of language</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

<b>Marking Period 4 April-June</b>				
<b>Fourth Grade</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>	<b><u>Social Emotional Competencies</u></b>
<p>Functional Writing Unit 7 <i>“Carrot Salad”</i> <i>“Carrot and Raisin Salad”</i> 1-2-3 Draw Cartoon People <i>“Expressions</i> <i>“Making a character”</i> <i>The Book of Cards for Kids</i> <i>“1, 2,3 Dragon”</i> <i>“Catching Stars”</i></p> <p>Unit 8: Poetry Unit 8 <i>“Feeling Ill”</i> <i>“Lullaby”</i> <i>“Lawnmower”</i> <i>“Windy Nights”</i> <i>“Up and Down”</i> <i>“Egg”</i> <i>“Crickets”</i> <i>“Over My Toes”</i> <i>“Cow”</i> <i>“Poet Quotes: What is Poetry”</i></p> <p>Unit 9: Revisiting the Writing Community (1 Week)</p> <p>Skill Practice Book: Lessons 24-30</p>	<p><b>W.4.1 (b,d)</b> Write opinion pieces <b>W.4.2 (a)</b> Write informative &amp; explanatory <b>W.4.4</b> Organize writing <b>W.4.5</b> Plan, revise, edit <b>W.4.6</b> Use technology to produce, publish &amp; collaborate <b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL.4.1(a,b,c,d)</b> Converse collaboratively <b>SL.4.2</b> Paraphrase information presented orally/ other media <b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L4.1 (a,c,c,e,f)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions) <b>L4.2 (a,b)</b> Demonstrate command of conventions capitalization, punctuation, spelling</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>
<b><u>21st Century Skills</u></b>	<p><b>NJSLS Technology</b> 8.1.5.D.2 Analyze the resource citations in online materials for proper use. 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>			

<p><b>W 4.1</b></p>	<p><b>Standard:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Anchor:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p><b>Vocabulary</b> fact opinion text structure conclusion support reasons linking words/phrases transitional words</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use reasons to support my opinion?</li> <li><input type="checkbox"/> How can I use information to support my opinion?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain organizational structures.</li> <li><input type="checkbox"/> Explain writer’s point of view.</li> <li><input type="checkbox"/> Explain writer’s purpose.</li> <li><input type="checkbox"/> Determine how to clearly introduce topic or text.</li> <li><input type="checkbox"/> Formulate an opinion.</li> <li><input type="checkbox"/> Create an opinion piece supported with reasons and information.</li> <li><input type="checkbox"/> Opinion piece should include clear introduction, statement of opinion, and strong organizational structure</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model the use of linking words and phrases</li> <li><input type="checkbox"/> Review fact and opinion.</li> <li><input type="checkbox"/> Model and provide practice time for different points of view.</li> <li><input type="checkbox"/> Model and provide practice in organizational text structure such as chronological order cause and effect, etc...</li> <li><input type="checkbox"/> Identify audience and purpose</li> <li><input type="checkbox"/> Create charts for transition words</li> <li><input type="checkbox"/> Create charts for openings and closings</li> <li><input type="checkbox"/> Teacher conference notes</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is your piece about? How will you support your opinion?</li> <li><input type="checkbox"/> What are your reasons for writing about this?</li> <li><input type="checkbox"/> Which details and facts have you included that support your opinion?</li> <li><input type="checkbox"/> How is your writing organized? Chronological order, cause and effect...?</li> <li><input type="checkbox"/> Does your conclusion restate your opinion?</li> <li><input type="checkbox"/> Which words or phrases help move the reader logically between your opinions to your reasons for that opinion?</li> </ul>		
<p><b>W 3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>		
<p><b>W 5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>		

<p><b>W 4.2</b></p>	<p><b>Standard:</b> Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Anchor:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><b>Vocabulary</b>                  inform                  explain                  topic                  conclude                  specific                  precise                  vocabulary                  section                  domain                  group/categorize                  media                  Illustrator                  query</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use information to express an idea?</li> <li><input type="checkbox"/> How can I use domain-specific vocabulary to express ideas accurately?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and Identify a clear topic with related information grouped in paragraphs or sections.</li> <li><input type="checkbox"/> Develop and Identify related information containing formatting, illustrations, and multimedia when aiding comprehension.</li> <li><input type="checkbox"/> Informative/explanatory texts that include clear topic introduction related information that contain formatting, illustrations, and multimedia when aiding comprehension.</li> <li><input type="checkbox"/> Create terms for search query to expedite research from multiple sources; internet, book, encyclopedia.</li> <li><input type="checkbox"/> Take, organize and modify notes to prepare for writing.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities and exposure to informative texts and their text features like headings, subheadings, illustrations, captions, different fonts, inserts, closeups, cutaways, etc...</li> <li><input type="checkbox"/> Review domain specific vocabulary.</li> <li><input type="checkbox"/> Provide a list of linking words and phrases.</li> <li><input type="checkbox"/> Provide different kinds of graphic organizers to group ideas.</li> <li><input type="checkbox"/> Model creating research questions</li> <li><input type="checkbox"/> Model reading nonfiction to gather information</li> <li><input type="checkbox"/> Create chart to model revising</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are you writing to inform or explain?</li> <li><input type="checkbox"/> What is your topic and what will be your topic sentence?</li> <li><input type="checkbox"/> Can you organize your ideas using a cluster web?</li> <li><input type="checkbox"/> How will you finish your writing? Is there another word you can use?</li> <li><input type="checkbox"/> Where are your examples, definitions and details?</li> <li><input type="checkbox"/> What do others say about your topic? Can you include a quote from the information?</li> <li><input type="checkbox"/> Are there illustrations, or other media you can use as a source to make your text easier to understand?</li> </ul>		
<p><b>W 3.2:</b> Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>		
<p><b>W 5.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		



<p><b>W 4.3</b></p>	<p><b>Standard:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Anchor:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences</p>
<p><b>Vocabulary</b></p> <p>problem character detail description setting audience</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use appropriate details and organization to express a real or imagined event?</li> <li><input type="checkbox"/> How can I use appropriate techniques to express the event more effectively?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.</li> <li><input type="checkbox"/> Establish a situation, narrator, and/ or characters.</li> <li><input type="checkbox"/> Write a narrative that establishes a situation, a narrator, or characters.</li> <li><input type="checkbox"/> Write a narrative from someone else’s point of view.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities to review story elements: plot, character, conflict, theme, and setting.</li> <li><input type="checkbox"/> Demonstrate how transitional words and phrases show the sequence of events.</li> <li><input type="checkbox"/> Demonstrate how the ending of the story needs to follow logically from the events in the story.</li> <li><input type="checkbox"/> Review and teach more adjectives for sensory/descriptive details.</li> <li><input type="checkbox"/> Teacher and students create “Notes About Personal Narrative” chart</li> <li><input type="checkbox"/> Teacher and students create “Notes About Fiction” chart</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When, where and who will your story be about? Who is telling the story?</li> <li><input type="checkbox"/> What problem will the main character face? How will the problem change the character?</li> <li><input type="checkbox"/> Can you add more descriptions to your setting?</li> <li><input type="checkbox"/> What actions will the characters take in response to the events in the story?</li> <li><input type="checkbox"/> Did you lead up to your conclusion?</li> <li><input type="checkbox"/> What events will lead up to your conclusion?</li> </ul>		
<p><b>W 3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>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>c. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>		
<p><b>W 5.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		

<p><b>W 4.4</b></p>	<p><b>Standard:</b> Produce clear and coherent writing (including multiple-paragraph texts) 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>	<p><b>Anchor:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
<p><b>Vocabulary</b>                  clear                  coherent                  go together                  paragraph                  develop                  organize                  purpose                  audience                  multiple-paragraph                  chronological                  order                  task</p>	<p><b>Essential Question(s)</b>  <input type="checkbox"/> Why do I write?  <b>Essential Skills</b>  <input type="checkbox"/> Analyze the reason for writing to decide on task, purpose, or audience.  <input type="checkbox"/> Determine suitable idea development strategies.  <input type="checkbox"/> Determine suitable organization appropriate to the task, purpose, or audience.  <input type="checkbox"/> Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.</p>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the author's purpose to identify the audience.</li> <li><input type="checkbox"/> Provide samples of different kinds of writing styles</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who will be reading your writing?</li> <li><input type="checkbox"/> Are you writing to tell a story or to help someone learn more about ...?</li> <li><input type="checkbox"/> How will you organize your writing?</li> <li><input type="checkbox"/> Is there a thinking map you can use to help you organize your ideas?</li> <li><input type="checkbox"/> Is there information you need to include? Where will you add that information?</li> <li><input type="checkbox"/> Does this need to be longer?</li> <li><input type="checkbox"/> Could you add another paragraph telling about...?</li> <li><input type="checkbox"/> Do you think your reader will understand what you are trying to say?</li> <li><input type="checkbox"/> Did you write what you meant to say?</li> </ul>		
<p><b>W 3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		
<p><b>W 5.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		

<p><b>W 4.5</b></p>	<p><b>Standard:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>Anchor:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p><b>Vocabulary</b> proofreading editing revising peers purpose organize draft planning develop strengthen</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the writing process make me a better writer?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize, develop, and strengthen how to plan, revise, edit, rewrite and try a new approach with guidance and support from peers and adults.</li> <li><input type="checkbox"/> Know how to edit for conventions with guidance and support from peers and adults.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> During a Think Aloud, use graphic organizers to visualize the process of generating ideas.</li> <li><input type="checkbox"/> Use a checklist that helps students keep track of their progress through the stages of the writing process.</li> <li><input type="checkbox"/> Use a tool to help students self-assess.</li> <li><input type="checkbox"/> Use a rubric for writing conferences and for formative assessment..</li> <li><input type="checkbox"/> Model Revising techniques</li> <li><input type="checkbox"/> Model Editing strategies</li> <li><input type="checkbox"/> Peer Editing</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will you use to help organize your ideas?</li> <li><input type="checkbox"/> Can you create a graphic organizer/thinking map to help you sequence your ideas/events?</li> <li><input type="checkbox"/> Can you re-write this so that the ideas/details are clearer?</li> <li><input type="checkbox"/> Have you completed your first draft?</li> <li><input type="checkbox"/> Did you share with your audience what you intended to say?</li> <li><input type="checkbox"/> Have you asked your partner/group to give you feedback about what you have written so far?</li> <li><input type="checkbox"/> Is there a better way you could start/end your writing?</li> <li><input type="checkbox"/> What is your topic sentence?</li> <li><input type="checkbox"/> Have you used your editing/proofreading checklist to help you make any changes?</li> </ul>		
<p><b>W 3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
<p><b>W 5.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		

<p><b>W 4.6</b></p>	<p><b>Standard:</b> . With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Anchor:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p><b>Vocabulary</b> internet publisher Google Slides working together menu font keyboarding spell check</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can technology be used as a tool to write, publish, and/or collaborate?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use keyboarding skills with some guidance and support from adults.</li> <li><input type="checkbox"/> Use the Internet to communicate with others with some guidance and support from adults.</li> <li><input type="checkbox"/> Evaluate the technology tools for producing, collaborating with others, and publishing writing with some guidance and support from adults.</li> <li><input type="checkbox"/> Use technology to develop, revise, edit, and publish writing with some guidance and support from adults.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model and provide access to digital media.</li> <li><input type="checkbox"/> Provide opportunities for keyboarding</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Don't forget to use the correct font, tabs, or spacing when you are typing your paper.</li> <li><input type="checkbox"/> You might need to use the thesaurus to say that another way.</li> <li><input type="checkbox"/> You might try making this into a Google Slide so that you can present your ideas.</li> <li><input type="checkbox"/> What online sources might you use to help write your paper?</li> <li><input type="checkbox"/> How did your group divide the responsibilities so that you all contributed to completing the project?</li> </ul>		
<p><b>W 3.6:</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>		
<p><b>W 5.6:</b> With some guidance and support from adults and peers, 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 two pages in a single sitting</p>		

<p><b>W 4.7</b></p>	<p><b>Standard:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Anchor:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p><b>Vocabulary</b>  aspects  topics  research  project  investigation  sources  primary sources  perspective  cite  query</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I learn more about a topic by completing a research project?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct short research projects.</li> <li><input type="checkbox"/> Conduct short research projects investigating different aspects of a topic.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities to practice use of reference materials (e.g., dictionaries, atlases).</li> <li><input type="checkbox"/> Provide graphic organizers for organizational structure.</li> <li><input type="checkbox"/> Introduce qualitative methods such as interviewing, reading case studies and diaries as other ways to conduct investigations.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will your project be about? Can you narrow your topic?</li> <li><input type="checkbox"/> What sources will you use to present information?</li> <li><input type="checkbox"/> What online sources might you use?</li> <li><input type="checkbox"/> Which keywords can you think of to search for additional information about your topic?</li> <li><input type="checkbox"/> Do you think someone else might have a different point of view?</li> <li><input type="checkbox"/> What do you think your readers will learn after they have read your report?</li> <li><input type="checkbox"/> How will you organize your information?</li> <li><input type="checkbox"/> How will you keep track of the sources you will use?</li> </ul>		
<p><b>W 3.7:</b> Conduct short research projects that build knowledge about a topic</p>		
<p><b>W 5.7:</b> Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>		

<p><b>W 4.8</b></p>	<p><b>Standard:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p>	<p><b>Anchor:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p><b>Vocabulary</b> list sources bibliography cite relevant on topic digital sources note-taking paraphrasing quoting/quotation recall Internet search</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I recall and organize information accurately?</li> <li><input type="checkbox"/> How can I collect and organize information accurately?</li> <li><input type="checkbox"/></li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify relevant information from a passage.</li> <li><input type="checkbox"/> Recall and gather relevant information from experience.</li> <li><input type="checkbox"/> Take notes. Provide source list.</li> <li><input type="checkbox"/> Gather relevant information from print and digital sources.</li> <li><input type="checkbox"/> Categorize information.</li> <li><input type="checkbox"/> Distinguish between relevant and irrelevant information.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take notes.</li> <li><input type="checkbox"/> Organize their information into categories.</li> <li><input type="checkbox"/> List the sources they used</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask yourself, "How does this support my topic?"</li> <li><input type="checkbox"/> Is this information important to your research?</li> <li><input type="checkbox"/> How will you include this information in your report?</li> <li><input type="checkbox"/> How will you keep track of the information that you have looked at and the information that you have used?</li> <li><input type="checkbox"/> Where can you get information on how to cite the sources you used?</li> <li><input type="checkbox"/> Can you say that using your own words?</li> <li><input type="checkbox"/> Can you use an organizer to help you group your ideas?</li> <li><input type="checkbox"/> What do you need to do if you are using the author's words?</li> <li><input type="checkbox"/> How will you keep your notes organized?</li> </ul>		
<p><b>W 3.8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		
<p><b>W 5.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources..</p>		

<p><b>W 4.9</b></p>	<p><b>Standard:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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”).</p>	<p><b>Anchor:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Vocabulary</b>                  research                  analysis                  evidence                  literary                  informational                  details                  reasons</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use evidence to support my purpose?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key ideas and details as evidence to support conclusions.</li> <li><input type="checkbox"/> Analyze key ideas and details as evidence of understanding text.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for students to draw evidence from literary and informational texts to support analysis, reflection and research.</li> <li><input type="checkbox"/> Review story elements, main ideas, key details, and author’s point of view.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What topic did you choose to research?</li> <li><input type="checkbox"/> What are some possible sources you might use?</li> <li><input type="checkbox"/> What evidence does the author use to support the points being made in the text?</li> <li><input type="checkbox"/> How will you support the points you are trying to make?</li> <li><input type="checkbox"/> Which details can you add that will make your writing stronger?</li> <li><input type="checkbox"/> Have you considered sources that have different points of view?</li> <li><input type="checkbox"/> Did you use at least different sources or evidence?</li> <li><input type="checkbox"/> What caused you to think or believe that?</li> <li><input type="checkbox"/> Do you share the view of the author? Why or why not?</li> </ul>		
<p><b>W 3.9: N/A</b></p>		
<p><b>W 5.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>		

<p><b>W 4.10</b></p>	<p><b>Standard:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>Anchor:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p><b>Vocabulary</b>                  research                  reflection                  revise                  proofread                  allowed/permitted                  history                  social sciences                  audience</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important to write regularly?</li> <li><input type="checkbox"/> Why is it important to adopt the routine of research, reflection, and revision?</li> <li><input type="checkbox"/> Why is it important to write for different reasons and different audiences?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the various purposes for writing.</li> <li><input type="checkbox"/> Identify and understand the various organizational structures as related to different genres or purposes of writing.</li> <li><input type="checkbox"/> Determine when to write for short or extended time frames.</li> <li><input type="checkbox"/> Determine the appropriate organizational structure for specific audiences and purposes.</li> <li><input type="checkbox"/> Write for various purposes and to various audiences for short or extended time frames.</li> <li><input type="checkbox"/> Write for a range of discipline- specific tasks, purposes, and audiences</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a journal for reflections and brainstorming. Provide regular opportunities to write for extended periods of time during the writer's workshop.</li> <li><input type="checkbox"/> Provide opportunities to write for a range of discipline specific tasks, purposes and audiences.</li> <li><input type="checkbox"/> Quick Write</li> <li><input type="checkbox"/> Writing notebook: Daily Writing Time</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You will have minutes to write about ...</li> <li><input type="checkbox"/> Don't forget to take a few minutes to plan your writing</li> <li><input type="checkbox"/> You need to include at least sources.</li> <li><input type="checkbox"/> Use your proofreading checklist when you are editing and revising</li> <li><input type="checkbox"/> Re-read your writing or ask a peer to read it to see if there are additions you need to make</li> <li><input type="checkbox"/> Your research paper must be at least pages long.</li> <li><input type="checkbox"/> Think about whom your audience is and why you are writing as you plan your paper.</li> </ul>		
<p><b>W 3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p><b>W 5.10:</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		



<p><b>SL.4.1</b></p>	<p><b>Standard:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p>	<p><b>Anchor:</b> 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</p>
<p><b>Vocabulary</b> discussion conversation partner work understanding role clarify link</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are my conversation skills dependent on the makeup of the group?</li> <li><input type="checkbox"/> What contributions can I make to the conversation when I'm prepared and engaged?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key ideas from reading material.</li> <li><input type="checkbox"/> Relate information read to discussion topics.</li> <li><input type="checkbox"/> Engage in discussions by sharing knowledge.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for students to interact with partners and groups by varying the instructional delivery of the curriculum. Create anchor charts that detail expectations.</li> <li><input type="checkbox"/> Create sentence strips to use as prompts for questions and clarifying. (e.g. "I heard you say...")</li> <li><input type="checkbox"/> Question/Sentence Stems: _____, did I get that right?).</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does everyone understand what their role is for completing the task?</li> <li><input type="checkbox"/> Be prepared to ask several questions that you can discuss with your group or partner.</li> <li><input type="checkbox"/> Be sure that everyone in the group has a chance to add their opinion.</li> <li><input type="checkbox"/> In light of what has already been said, what are your ideas about this ...</li> <li><input type="checkbox"/> What words can you use to link your ideas to the ideas that we have already talked about?</li> <li><input type="checkbox"/> Be prepared to explain your ideas and what new understanding you have.</li> <li><input type="checkbox"/> Can you show the group where you are getting your information?</li> </ul>		
<p><b>SL 3.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>		
<p><b>SL 5.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>		

<p><b>SL.4.2</b></p>	<p><b>Standard:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p><b>Anchor:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>Vocabulary</b> diverse media orally portion quantitatively formats charts graphs video graphics</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I retell what is important when listening to and/or watching a presentation?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paraphrase textual information presented orally from a variety of media formats.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide various opportunities for students to tell in their own words, what they hear or saw presented</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize what you saw.</li> <li><input type="checkbox"/> Share the main idea with you partner.</li> <li><input type="checkbox"/> How did you decide that these were key details?</li> <li><input type="checkbox"/> Tell your group, what information the author represented by using the graph/chart.</li> <li><input type="checkbox"/> Using your own words, what were the main ideas presented in the video?</li> <li><input type="checkbox"/> What media did the author use to present his/her ideas? Why do you think the author chose to present his/her ideas this way?</li> <li><input type="checkbox"/> What portion of the text made you think that?</li> </ul>		
<p><b>SL 3.2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p><b>SL 5.2:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		

<p><b>SL.4.3</b></p>	<p><b>Standard:</b> Identify the reasons and evidence a speaker or media source provides to support particular points.</p>	<p><b>Anchor:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
<p><b>Vocabulary</b>  media  reasons  speaker  support  evidence  points  opinion  conclusions</p>	<p><b>Essential Question(s)</b>  <input type="checkbox"/> How do I decide the speaker supported what he/she said?  <b>Essential Skills</b>  <input type="checkbox"/> Identify speaker’s points.  <input type="checkbox"/> Identify the reasons and evidence that support the speaker’s points.</p>	<p><b>Key Strategies</b>  <input type="checkbox"/> Using text exemplars, demonstrate that a reason for an opinion may not be directly supported by evidence (examples, facts, images, explanations) and may need to be inferred, whereas the evidence can be directly identified.</p>
<p><b>Question Stems</b>  <input type="checkbox"/> Why is the speaker trying to make these particular points?  <input type="checkbox"/> What is this (media) trying to tell you?  <input type="checkbox"/> What reasons does the speaker give that support his points?  <input type="checkbox"/> Do you believe what the speaker is saying? Why?  <input type="checkbox"/> What reasons made you agree/ disagree with what you heard or saw?  <input type="checkbox"/> Based on what you saw or heard, what conclusions did you come up with?</p>		
<p><b>SL 3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
<p><b>SL 5.3:</b> Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacy</p>		

<p><b>SL.4.4</b></p>	<p><b>Standard:</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>	<p><b>Anchor:</b> 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.</p>
<p><b>Vocabulary</b>  recount  relates  recollections  insights  clear  appropriate  relevant  pace  descriptive  rubric  theme</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the way I organize my presentation affect how my audience hears and understands the message?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps</li> <li><input type="checkbox"/> Use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after</li> <li><input type="checkbox"/> Recall an experience that is memorable using relevant, descriptive details.</li> <li><input type="checkbox"/> Plan carefully so that your presentation includes relevant details and clear context</li> <li><input type="checkbox"/> When presenting use a clear, understandable voice and an appropriate pace</li> <li><input type="checkbox"/> Good presentation skills include speaking clearly, with good pacing and making eye contact</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for projects, both short and more in-depth. Require students to present their findings in formal and informal ways.</li> <li><input type="checkbox"/> Provide the rest of the class with rubrics or another evaluation tool to give students the opportunity to critique each other and give each speaker feedback.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What topic will you be writing about in your report?</li> <li><input type="checkbox"/> After studying your group will write a report and make a presentation.</li> <li><input type="checkbox"/> Have you included all the key details your reader needs to know about ?</li> <li><input type="checkbox"/> How will you organize your information? Sequentially? Cause and Effect?</li> <li><input type="checkbox"/> Which graphic organizer can you use to help you organize your story?</li> <li><input type="checkbox"/> Have you included all the details that make your experience memorable?</li> <li><input type="checkbox"/> Are you including sensory information to help your audience understand your story?</li> <li><input type="checkbox"/> Remember to speak slowly and clearly so that everyone can hear you.</li> <li><input type="checkbox"/> When you are going over your presentation be sure to use the speaking and listening rubric.</li> <li><input type="checkbox"/> How will you make sure that what you will say is relevant to your main idea? <input type="checkbox"/> What is the theme of your story?</li> </ul>		
<p><b>SL 3.4:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p>		
<p><b>SL 5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.  b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</p>		

<p><b>SL.4.5</b></p>	<p><b>Standard:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Anchor:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p><b>Vocabulary</b>                  enhance                  presentation                  display                  visually                  theme                  audio recordings                  appropriate</p>	<p><b>Essential Question(s)</b>  <input type="checkbox"/> How can I use audio recordings and visual displays to make my presentation more engaging for the audience?</p> <p><b>Essential Skills</b>  <input type="checkbox"/> Identify the main idea.  <input type="checkbox"/> Identify the theme.  <input type="checkbox"/> Determine when to enhance the main idea or theme in audio.  <input type="checkbox"/> Add audio recordings to enhance the main idea or theme.  <input type="checkbox"/> Add visual displays to enhance the main idea or theme.</p>	<p><b>Key Strategies</b></p> <p><input type="checkbox"/> Specifically teach and model adding audio recordings and using visual displays to enhance a presentation.</p>
<p><b>Question Stems</b></p> <p><input type="checkbox"/> Can you add a graphic that will help others understand your ideas?  <input type="checkbox"/> How will you present your information?  <input type="checkbox"/> Can you add a legend to your chart that will help the reader?  <input type="checkbox"/> Can you add sound or video clips to your PowerPoint presentation?  <input type="checkbox"/> What information can be displayed visually to enhance the theme or main idea?  <input type="checkbox"/> Be sure to use graphics that are appropriate to your grade level and topic.</p>		
<p><b>SL 3.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>		
<p><b>SL 5.5:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		

<p><b>SL.4.6</b></p>	<p><b>Standard:</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>	<p><b>Anchor:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>
<p><b>Vocabulary</b>                  contexts                  formal                  informal                  speech styles                  discourse                  situations                  Standard English                  conventions                  grammar</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why do I need to think about the audience and purpose each time I speak?</li> <li><input type="checkbox"/> How do I decide when to use formal or informal English when speaking?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify audience, task, or situation.</li> <li><input type="checkbox"/> Identify characteristics of formal and informal speaking.</li> <li><input type="checkbox"/> Distinguish between formal and informal speech.</li> <li><input type="checkbox"/> Analyze situations to determine appropriate speech use.</li> <li><input type="checkbox"/> Speak using formal English when appropriate..</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use teachable moments in the classroom to reach this standard (e.g., when a child addresses you inappropriately or when the principal comes in).</li> <li><input type="checkbox"/> Role play various registers of formal and informal speech (e.g., you use different styles of speaking with different audiences: with a baby, with your friends, with your teacher, with the principal).</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who is your audience?</li> <li><input type="checkbox"/> Will you need to use formal or informal English?</li> <li><input type="checkbox"/> Is this a situation when you are talking to friends and family, or are you making a presentation?</li> <li><input type="checkbox"/> Use complete sentences when you are responding to questions about the topic.</li> <li><input type="checkbox"/> Are you using specific vocabulary that is important to the topic you will be talking about?</li> <li><input type="checkbox"/> Are you observing the rules for speaking?</li> <li><input type="checkbox"/> As you are presenting your ideas, remember to use the Standard English rules for grammar and punctuation.</li> <li><input type="checkbox"/> Are you speaking clearly enough so that your audience can understand you?</li> </ul>		
<p><b>SL 3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
<p><b>SL 5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>		

<p><b>L.4.1</b></p>	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p><b>Anchor:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Vocabulary</b>                  command                  run-ons                  fragments                  standard English grammar                  relative pronouns                  progressive verb tense                  legibly                  italics                  modal                  conventional sentence patterns                  interrogative relative pronouns                  relative adverbs</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know the rules that govern grammar usage such as                         <ul style="list-style-type: none"> <li><input type="checkbox"/> when to use modal verbs to express conditions</li> <li><input type="checkbox"/> the order of adjectives in a sentence</li> <li><input type="checkbox"/> how to form prepositional phrases.</li> <li><input type="checkbox"/> how to form complete sentences</li> <li><input type="checkbox"/> recognize and correct sentence fragments recognize and correct run-on sentences</li> </ul> </li> <li><input type="checkbox"/> Understand that an action that is in progress can usually be expressed as an ing verb</li> <li><input type="checkbox"/> Understand that some words are tricky and can be used incorrectly</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Employ effective writing and listening skills. Utilize the word wall with high frequency words.</li> <li><input type="checkbox"/> Teach vocabulary of conventions of writing (e.g. progressive verb tenses, adjectives, prepositional phrases, pronouns, adverbs, adjectives).</li> <li><input type="checkbox"/> Teach grammar and usage within authentic writing.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does that sound/look right? Read what you wrote slowly? Did you write what you just said?</li> <li><input type="checkbox"/> Listen as I read what you wrote. Did that sound right?</li> <li><input type="checkbox"/> Is there another way to write that word that would be better to use here?</li> <li><input type="checkbox"/> Could you write that so that I can read it?</li> <li><input type="checkbox"/> What is this sentence missing? Did you tell who did what?</li> <li><input type="checkbox"/> Is that a complete sentence or is it a run-on?</li> <li><input type="checkbox"/> Ask your partner to read your writing and tell you if it is legible.</li> <li><input type="checkbox"/> Working with a partner, use the words, who, whose, whom, which, and that in a question.</li> </ul>		
<p><b>L 3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>		

- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences

- L 5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.
  - e. Use correlative conjunctions (e.g., either/or, neither/nor).



<p><b>L.4.2</b></p>	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Anchor:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<p><b>Vocabulary</b>  quote  capitalize  dialogue  direct speech  comma  conjunction  coordinating conjunction  simple sentence  compound sentence  affixes  roots  appropriate  dictionary  generalizations  analogy</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important for me to know and follow the rules of standard English mechanics for writing?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply correct capitalization and punctuation in writing.</li> <li><input type="checkbox"/> Use commas and quotation marks in dialogue.</li> <li><input type="checkbox"/> Apply correct spelling in writing. Know coordinating conjunctions.</li> <li><input type="checkbox"/> Know that coordinating conjunctions connect two or more independent clauses.</li> <li><input type="checkbox"/> Use commas before a coordinating conjunction in a compound sentence.</li> <li><input type="checkbox"/> Apply correct spelling in writing. Know coordinating conjunctions.</li> <li><input type="checkbox"/> Know that coordinating conjunctions connect two or more independent clauses.</li> <li><input type="checkbox"/> Use commas before a coordinating conjunction in a compound</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach dictionary and digital media skills.</li> <li><input type="checkbox"/> Practice the use of quotation marks, commas, capitalization, punctuation and spelling within authentic writing.</li> <li><input type="checkbox"/> Teach conventions of Standard English within authentic writing.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remember to use correct grammar when you are speaking or writing.</li> <li><input type="checkbox"/> What are some strategies you can use to help you write correctly?</li> <li><input type="checkbox"/> What is the correct way to write the underlined part of the sentence?</li> <li><input type="checkbox"/> Which sentence is written correctly? How should this be punctuated?</li> <li><input type="checkbox"/> How should this be written to show that someone is talking?</li> <li><input type="checkbox"/> Which words should be capitalized?</li> <li><input type="checkbox"/> Do you know another word like that? Where can you go to find out how to spell a word?</li> </ul>		
<p><b>L 3.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check correct spellings.</p>		
<p><b>L 5.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p>		

- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

<p><b>L.4.3</b></p>	<p><b>Standard:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>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>	<p><b>Anchor:</b> 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.</p>
<p><b>Vocabulary</b></p> <p>convey precision precise differentiate effect formal informal discourse shades of meaning</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I convey my ideas effectively through word choice and punctuation?</li> <li><input type="checkbox"/> How does my language change based on the situation and audience?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and apply knowledge of language conventions for writing, speaking, reading, and listening.</li> <li><input type="checkbox"/> Choose words and phrases precisely when speaking.</li> <li><input type="checkbox"/> Recognize types of punctuation.</li> <li><input type="checkbox"/> Identify and choose punctuation that creates effect.</li> <li><input type="checkbox"/> Recognize and differentiate between contexts that call for formal English and informal discourse.</li> <li><input type="checkbox"/> Use knowledge of language when speaking.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model how to proofread writing.</li> <li><input type="checkbox"/> Model to actively listen.</li> <li><input type="checkbox"/> Model how to write formal and informally.</li> <li><input type="checkbox"/> Provide opportunities to work in small groups or with partners to practice presentations.</li> <li><input type="checkbox"/> Provide opportunities to write formally and informally.</li> <li><input type="checkbox"/> Use punctuation effectively when reading and writing.</li> <li><input type="checkbox"/> Provide opportunities to practice using precise language when speaking and writing.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have you proofread your writing?</li> <li><input type="checkbox"/> Have you determined the purpose for your speech/writing/presentation?</li> <li><input type="checkbox"/> Have you determined who will be your audience?</li> <li><input type="checkbox"/> Is the tone or discourse style appropriate to your audience?</li> <li><input type="checkbox"/> Have you followed the rules of punctuation and grammar?</li> <li><input type="checkbox"/> Did you practice your presentation with your group and did they provide you with feedback?</li> <li><input type="checkbox"/> Did you use a thesaurus to locate other ways to say ?</li> <li><input type="checkbox"/> Did you use quotes, questions, or exclamations to add emphasis to your writing/presentation?</li> <li><input type="checkbox"/> In your discussion with your group, did you talk about using precise language to convey your ideas? How did you check for this language?</li> </ul>		
<p><b>L 3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>		
<p><b>L 5.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>		

<p><b>L.4.4</b></p>	<p><b>Standard:</b> Determine or clarify the meaning of unknown and multiple-meaning words and pd on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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 and to identify alternate word choices in all content areas.</p>	<p><b>Anchor:</b> 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.</p>
<p><b>Vocabulary</b> reference materials definitions restatements phrase affixes clues precise clarify multiple-meaning words</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I know which strategy to use to make meaning of words or phrases I don't ?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify common context clues and determine the meaning of words by examining a text.</li> <li><input type="checkbox"/> Choose from a range of vocabulary strategies to determine a word's meaning.</li> <li><input type="checkbox"/> Use reference materials to find pronunciation and determine the meaning of key words</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model strategies for teaching unknown words (context clues, using affixes, reference (materials including digital, glossary, etc...)).</li> <li><input type="checkbox"/> Differentiate between a root and a base word. Use the word to denote the historical sense of the word. Use the word to denote the part of the word that carries the core meaning of the word.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What strategies have you tried to help you figure out what this word means?</li> <li><input type="checkbox"/> Have you tried looking in the dictionary or glossary to help you figure out that word's meaning?</li> <li><input type="checkbox"/> Have you read the sentences around the word to help you determine what the word means?</li> <li><input type="checkbox"/> Can you go online and search for the meaning of the word?</li> <li><input type="checkbox"/> Are there any prefixes or suffixes that you can use to help you determine the meaning of the word?</li> <li><input type="checkbox"/> Can you find a root or base word in that word that might provide a clue to what that word means?</li> <li><input type="checkbox"/> Are there other words you can use instead of ?</li> <li><input type="checkbox"/> Did you check the thesaurus for other ways you can say/write ?</li> </ul>		
<p><b>L 3.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases in all content areas.</p>		
<p><b>L 5.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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 and to identify alternate word choices in all content areas.</p>		

<p><b>L.4.5</b></p>	<p><b>Standard:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>	<p><b>Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><b>Vocabulary</b> shades of meaning literal meaning non-literal meaning context purpose describe meaning</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I show I know how to use words accurately and effectively?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and define simple similes and metaphors, common idioms, adages, and proverbs in text.</li> <li><input type="checkbox"/> Explain and distinguish between the meaning of simple similes and metaphors in context.</li> <li><input type="checkbox"/> Explain the meaning of common idioms, adages, and proverbs.</li> <li><input type="checkbox"/> Identify and distinguish between synonyms and antonyms</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate examples of figurative language in mentor text.</li> <li><input type="checkbox"/> Provide examples of figurative language within text.</li> <li><input type="checkbox"/> Provide opportunities to use similes, metaphors, adages, proverbs, idioms within text</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the purpose of writing with “figurative” words or phrases?</li> <li><input type="checkbox"/> What is the literal meaning of this sentence?</li> <li><input type="checkbox"/> How might you compare those two objects?</li> <li><input type="checkbox"/> Without changing the meaning, what word could you add to make the sentence stronger?</li> <li><input type="checkbox"/> In what other context could this word be used?</li> </ul>		
<p><b>L 3.5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>		
<p><b>L 5.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		

<p><b>L.4.6</b></p>	<p><b>Standard:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>Anchor:</b> 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.</p>
<p><b>Vocabulary</b> academic science scientific history historical math mathematical precise actions emotions shades of meaning topic general specific</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What strategies will I use to learn and use words that are specific to the things I study?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire grade appropriate general academic and domain-specific words.</li> <li><input type="checkbox"/> Know words that signal precise actions, emotions, and states of being.</li> <li><input type="checkbox"/> Know words that are basic to a particular topic.</li> <li><input type="checkbox"/> Use grade appropriate general academic and domain-specific words.</li> <li><input type="checkbox"/> Use words that signal precise actions, emotions, and states of being.</li> <li><input type="checkbox"/> Use words that are basic to a particular topic.</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities to use grade level specific vocabulary in reading, writing, speaking and listening.</li> <li><input type="checkbox"/> Utilize content specific vocabulary word wall</li> <li><input type="checkbox"/> Teach how to use an organizational system to gather grade level academic and domain specific vocabulary words.</li> </ul>
<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What word would best describe ?</li> <li><input type="checkbox"/> What heading would best describe these words...?</li> <li><input type="checkbox"/> Can you restate that using more precise language?</li> <li><input type="checkbox"/> Why would the author use this word rather than that word?</li> <li><input type="checkbox"/> Have you discovered any new and interesting words?</li> <li><input type="checkbox"/> Have you used the thesaurus to find another way to say that?</li> </ul>		
<p><b>L 3.6</b> Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p>		
<p><b>L 5.6 :</b> Acquire and use accurate grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		