

English Language Arts
Grade 4 Unit 4

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: ELA
Grade: Fourth
Board Approved:

*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**Resource and activity lists are compiled from all four districts and may not necessarily be reflected in each district or school.

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Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Opinion Writing ● Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions 	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

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	RI.4.8 RI.4.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 Extended Text • 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Research/Informative • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Narrative • Literary Analysis • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Present in small groups and to whole class 	These standards are embedded within the writing process
Unit 4	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.5 RI.4.5	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6	Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6

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	RL.4.6 RI.4.6 RL.4.10 RI.4.10			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> Research Informative and Explanatory Routine Writing 	Task type: <ul style="list-style-type: none"> Debates Present in small groups and to whole class 	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> North Carolina-4th Gr. ELA Unpacking the Standards PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency Packet 	Writing/Language <ul style="list-style-type: none"> Brainstorm before Writing Conferencing Video Narrative Lessons Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Graphic Organizers Flocabulary Context Clues Word Usage Grammar and Usage Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice 	Speaking & Listening <ul style="list-style-type: none"> Collaborative Discussions Video Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report 	Critical Thinking <ul style="list-style-type: none"> Current Event Lessons Smithsonian Tween Tribune Newsela Critical Thinking Handbook Critical Thinking Lessons in Literacy Whole Brain Teaching Video Critical Thinking Lesson Plans

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Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

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		<ul style="list-style-type: none"> ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to significant characters (i.e.: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RL.4.5:
		<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.5:
		<ul style="list-style-type: none"> ● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6:
		<ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	RI.4.6:
		<ul style="list-style-type: none"> ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
		<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud

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<p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Introduce a topic clearly ● Compose a clear thesis statement ● Group related information in paragraphs and sections ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information using words and phrases ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation presented
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>W.4.8 (Choice). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience

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	<ul style="list-style-type: none"> ● Take notes and organize their information into categories ● List the sources used
W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ● Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading ● Use frequently confused words correctly in writing
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words

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<p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>	<ul style="list-style-type: none"> ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

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Essential Questions	Suggested Activities
<p>Reading:</p> <p><u>Vocabulary in the Text</u></p> <ul style="list-style-type: none"> ● Why do authors use different language in different texts? (RL.4) ● How can background knowledge help a reader understand the language an author uses? (RL.4) ● Can you find a root or base word in that word that might provide a clue to what that word means? (L.4.b) ● Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? (L.4.b) <p><u>Theme and Summarize</u></p> <ul style="list-style-type: none"> ● What are the characteristics of a good summary? (RL.2) ● How can the story details help me to determine the theme of a story? (RL.2) ● How do I find explicit information in a story or text? (RL.1) ● What does it mean to make an inference? (RL.1) ● What are the steps to making an inference? (RL.1) ● How will making an inference help me to understand the story better? (RL.1) ● Why is it important to use information from the text to support my inference? (RL.1) <p><u>Text Structure-Literature</u></p> <ul style="list-style-type: none"> ● Why do authors choose the genre they do? (RL.5) ● How do the different genres draw on different emotions? (RL.5) ● Why is it important for students to read prose and poetry? (RL.10) <p><u>Point of View</u></p> <ul style="list-style-type: none"> ● What does an author consider when choosing a point of view from which to write a story? (RL.6) ● How does reading add meaning to your life? (RL.10) ● How do readers adapt when text becomes more complex? (RL.10) <p><u>Main Idea</u></p>	<p>Reading:</p> <p><u>Vocabulary in the Text</u></p> <ul style="list-style-type: none"> ● Discuss how an author chooses the words they use in a text carefully, and classify the types of words the author chooses (which words gives more weight) ● Have students discuss what the words do for our understanding as readers (Learnzillion lesson) <p><u>Theme and Summarize</u></p> <ul style="list-style-type: none"> ● Students review and practice independently, pull small groups for reinforcement <p><u>Text Structure-Literature</u></p> <ul style="list-style-type: none"> ● Students review and practice independently, pull small groups for reinforcement <p><u>Point of View</u></p> <ul style="list-style-type: none"> ● Students review and practice independently, pull small groups for reinforcement <p><u>Main Idea</u></p> <ul style="list-style-type: none"> ● Students review and practice independently, pull small groups for reinforcement <p><u>Text Structure/General Academic and Domain-Specific Vocabulary</u></p> <ul style="list-style-type: none"> ● Students review and practice independently, pull small groups for reinforcement <p><u>Firsthand and Secondhand Accounts</u></p> <ul style="list-style-type: none"> ● Students review and practice independently, pull small groups for reinforcement

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- Why is determining the main idea of the text important for the reader? (RI.2)
- How do readers use details from the text to help determine the main idea? (RI.2)
- How do you determine the main idea of a text? (RI.2)
- What is the difference between the main idea and details in a text? (RI.2)
- What does it mean to make an inference? (RI.1)
- What are the steps to making an inference? (RI.1)
- How will making an inference help me to understand the story better? (RI.1)
- Why is it important to use information from the text to support my inference? (RI.1)

Text Structure/General Academic and Domain-Specific Vocabulary

- How does the author use purposeful language choice to help enhance the meaning of informational text? (RI.4)
- How does understanding the structure of our language and words help us increase our vocabulary and comprehension? (RI.4)
- How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? (RI.4)
- What are the characteristics of the chronological text structure? (RI.5)
- What are the characteristics of the comparison text structure? (RI.5)
- What are the characteristics of the cause and effect text structure? (RI.5)
- What are the characteristics of the problem and solution text structure? (RI.5)
- What are the characteristics of the descriptive text structure? (RI.5)
- How does understanding a text's structure help me to interpret information from the text? (RI.5)
- What are common ways informational texts are organized and how does this organization impact the reader's interpretation of the text? (RI.5)

Firsthand and Secondhand Accounts

- What is the difference between a first and second hand account of an event or subject? (RI.6)
- What is the difference between a primary and secondary source? (RI.6)
- Why is it important to know what viewpoint a story or text is told from? (RI.6)
- How can I compare and contrast an event or topic told from two different points of view? (RI.6)
- What is the benefit of comparing or contrasting an event or topic told from two different points of view? (RI.6)
- How does reading add meaning to your life? (RI.10)
- How do readers adapt when text becomes more complex? (RI.10)

*Taught through small group Literature Circles and whole group reading lessons: RF.4.3.A, RF.4.4.A,B,C, SL.4.1.A,B,C,D, SL.4.2, SL.4.5, and SL.4.6.

Writing: Informative/Explanatory Writing

Lesson 1

- How do I choose one focus/topic for my writing? (W.2)

Writing:

- Research time period that coincides with Social Studies unit (ex. Revolutionary War,

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<p>Lesson 2</p> <ul style="list-style-type: none"> • What is evidence? (W.9) • How does a writer use the evidence provided by varied texts? (W.9) <p>Lesson 3</p> <ul style="list-style-type: none"> • What is a source? (W.8) • How do writers gather information for an informational or expository piece? (W.8) <p>Lesson 4</p> <ul style="list-style-type: none"> • How do I develop an effective introduction for an informational writing piece? (W.2) <p>Lesson 5</p> <ul style="list-style-type: none"> • Why is it important to use facts, definitions, details and illustrations to support my topic? (W.2) <p>Lesson 6</p> <ul style="list-style-type: none"> • How do I organize and connect my ideas in an effective manner? (W.2) <p>Lesson 7</p> <ul style="list-style-type: none"> • How do I develop an effective conclusion for an informational writing piece? (W.2) <p>Lesson 8</p> <ul style="list-style-type: none"> • How can a writer develop a paper appropriate to task, purpose, and audience? (W.4) <p>Lesson 9</p> <ul style="list-style-type: none"> • Why is it important to edit, revise and proofread a paper? (W.5) • Why should proofreading be the last step in the revision process? (W.5) <p>Lesson 10</p> <ul style="list-style-type: none"> • How does the Internet help a writer to improve a piece of writing? (W.6) • How does a specific technology affect the format of a piece of writing? (W.6) <p>*Writing Standard W.10 taught throughout and in small group center.</p> <p>**Language Standards will be taught with writing (L.4.1.G, L.4.2.D, L.4.4.A,B,C, and L.4.6).</p>	<p>Immigration)</p> <ul style="list-style-type: none"> • Have students choose a topic that they want to research further • Students research and organize writing • Mini lessons on the following topics: <ul style="list-style-type: none"> ○ Introduction ○ Developing the topics facts and details ○ Linking ideas within the information ○ Domain Specific Vocabulary ○ Conclusions • Revisions and edits (sentence structure, verb tenses, spelling, capitalization and punctuation)
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District/School Formative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teacher Created Assessment, DRA, Graphic Organizer</p>

District/School Summative Assessment Plan
<p>MAP Testing Unit Framework Benchmarks</p>

Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Marzano Proficiency Scale 4- Advanced: Advanced understanding and application of the standard</p>	<p>Suggested Activities: Literature Circle Packets</p>

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<p>3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance</p> <p>Learning Scales: Reading Informational</p> <p>Learning Scales: Reading Literature</p>		<p>Rump Cumulative Project Students will use the novel “Rump” to apply fourth grade skills for comprehension that were taught throughout the year</p>
<p>District/School Texts</p> <p>Inferences: Fly Away Home, Fireflies, Come On Rain, One Hundred Hungry Ants Theme & Summary: Dear Mr. Winston, Invasion of Mars, Journey Text Structure-Literature: The Wednesday Surprise, Nothing Ever Happens on 90th Street Main Idea: (review of SAAC) Digging Up the Dinosaurs, Time for Kids (various texts) Text Structure and General-Academic/Domain Specific Voc.: The Vocabulary of Space, A Hike in the Mojave Desert, The People of the Longhouse, The Highway Man, The Hero of Saratoga Firsthand & Secondhand Accounts: The Bicycle Accident, Arriving at Ellis Island Review of Literature skills: Rump</p> <p>Suggested Texts</p>		<p>District/School Supplementary Resources</p> <p>Core Clicks Point of View: Teacher created resources Drawing Conclusions: Principal is Missing, Pixar Short “Pigeon Impossible” Vocabulary in the Text: Teacher Created Resource, Learnzillion.com</p>
<p align="center">District/School Writing Tasks</p>		
<p>Primary Focus W: Informative/Explanatory Piece American Revolution Research and Writing Biography Research</p>	<p>Secondary Focus Research American History Study Biography Study</p>	<p>Routine Writing R.A.C.E. <i>Clements Writing</i> <i>CAFE: Work on Writing</i> <i>Portland Oregon Writer’s Workshop</i></p>
<p align="center">Interdisciplinary Connections (Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
<p>Social Studies: Arriving at Ellis Island, American Revolutionary Writing 6.1.4.D.4: Explain how key events led to the creation of the United States and the state of New Jersey.</p>	<p>Math Inferring: One Hundred Hungry Ants 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as</p>	<p>Science: Now Hear This! (Mystery Science) 3-5-ETS1-2-Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>

**English Language Arts
Grade 4 Unit 4**

	many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations	
	Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	Career Education/21st Century Skills: The Happy Prince CRP5. Consider the environmental, social and economic impacts of decisions.
Modifications and Accommodations		
Special Education Students Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Sonday Program, SRA, Secret Stories	English Language Learners Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	Students at Risk for Failure RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text
Gifted and Talented Leveled Text Qualified Programming Extension Projects and tasks Leadership roles in the classroom	Students with 504 Plans Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text	
Unit Duration: Instructional Days		
42 days		