

English Language Arts  
Grade 4 Unit 2

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.

**English Language Arts  
Grade 4 Unit 2**

Overview	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	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"> <li>● 1 Extended Text</li> <li>● 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Opinion Writing</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<b>Unit 2</b>	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

**English Language Arts  
Grade 4 Unit 2**

	RI.4.8 RI.4.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 Extended Text</li> <li>• 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research/Informative</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<b>Unit 3</b>	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"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Literary Analysis</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Present in small groups and to whole class</li> </ul>	These standards are embedded within the writing process
<b>Unit 4</b>	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

**English Language Arts  
Grade 4 Unit 2**

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

Unit 2 Grade 4		
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills	
RL.4.1. Refer to details and examples in a text <b>and make relevant connections</b> 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 <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> <li>Refer to the text when drawing conclusions as well as when answering directly stated questions</li> </ul>

**English Language Arts  
Grade 4 Unit 2**

<p>RL.4.2. Determine <b>the key details to identify theme</b> in a story, drama, or poem and summarize the text.</p>	<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Determine the theme or main idea of the text</li> <li>● Summarize the key points of a text</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul>
	<p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<ul style="list-style-type: none"> <li>● Read text closely to identify key details</li> <li>● Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>● Use the text to support their answers</li> </ul>
	<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases in a text</li> <li>● Identify words that allude to significant characters (i.e.: Herculean)</li> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>● Identify metaphors and similes</li> </ul>
	<p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<ul style="list-style-type: none"> <li>● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)</li> </ul>
	<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<ul style="list-style-type: none"> <li>● Identify similarities and differences between firsthand and secondhand accounts</li> <li>● Explain how the point of view impacts the delivery of information in the text</li> </ul>
	<p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<ul style="list-style-type: none"> <li>● Analyze information presented in various formats to identify the key details</li> <li>● Understand what is heard, viewed, or presented through various media formats to help make meaning of the text</li> <li>● Explain how the information presented in various formats aids to the overall meaning</li> </ul>
	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> <li>● Identify reasons and evidence an author uses to support a claim</li> <li>● Describe how an author uses proof to support a point in the text</li> </ul>

**English Language Arts  
Grade 4 Unit 2**

	<p>RI.4.9. Integrate <b>and reflect on</b> (e.g. <b>practical knowledge, historical/cultural context, and background knowledge</b>) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>● Read two texts closely on the same subject to identify key details</li> <li>● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<p><b>Unit 2 Writing Standards</b></p>		<p><b>Unit 2 Writing Critical Knowledge and Skills</b></p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, <b>text evidence</b>, or other information and examples related to the topic. W.4.2.C. Link ideas within <b>paragraphs and sections</b> of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a <b>conclusion</b> related to the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Group related information in paragraphs and sections</li> <li>● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information using words and phrases</li> <li>● Use transitional words and phrases</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Provide a conclusion related to the information or explanation</li> </ul>
<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"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<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"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<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;</p>		<ul style="list-style-type: none"> <li>● Use digital tools</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate proficiency in keyboarding skills</li> </ul>

**English Language Arts  
Grade 4 Unit 2**

demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none"> <li>Type at least one page in a single setting</li> </ul>
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> <li>Research information from print and digital sources</li> <li>Integrate information from personal experience</li> <li>Take notes and organize their information into categories</li> <li>List the sources used</li> </ul>
W.4.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self-correction</b> 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"> <li>Produce numerous pieces of writing over various time frames</li> <li>Develop skills in research</li> <li>Reflect on and revise writing</li> <li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
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. <b>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</b> SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	<ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>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)</li> </ul>
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats ( <b>e.g.,visually, quantitatively, and orally</b> ).	<ul style="list-style-type: none"> <li>Identify the key points and supporting details of a text presented orally</li> <li>Restate the key information from a written text read aloud or information presented in multiple formats</li> </ul>
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> <li>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>Present information orally and in coherent, spoken sentences</li> <li>Use an appropriate pace when presenting</li> <li>Present and logically support personal opinions</li> </ul>
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"> <li>Speak for a variety of purposes</li> <li>Distinguish between formal and informal discourse</li> <li>Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions. L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., <b>a small red bag rather than a red small bag</b> ).	<ul style="list-style-type: none"> <li>Identify and define modal auxiliaries</li> <li>Use the appropriate modal auxiliary to convey various conditions</li> <li>Identify adjectives in sentences to determine their purpose</li> <li>Place adjectives in conventional order when writing or speaking</li> </ul>
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.	<ul style="list-style-type: none"> <li>Identify the format for marking direct speech and quotations</li> <li>Apply the rules for marking direct speech and quotations when writing</li> <li>Spell grade-appropriate words correctly</li> <li>Use references as needed to aid in spelling</li> </ul>

**English Language Arts  
Grade 4 Unit 2**

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3.A. Choose words and phrases to convey ideas precisely L.4.3.B. Choose punctuation for effect L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	<ul style="list-style-type: none"> <li>● Select the most precise word to convey ideas</li> <li>● Select punctuation to create effect in writing</li> <li>● Use formal English and informal English in the appropriate settings</li> </ul>
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.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	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
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).	<ul style="list-style-type: none"> <li>● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing actions, emotions, or states of being</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of synonyms and antonyms to broaden vocabulary</li> </ul>

**Unit 2**

<b>Essential Questions</b>	<b>Suggested Activities</b>
<p><b>Reading:</b></p> <p><b>Summarizing-Informational</b></p> <ul style="list-style-type: none"> <li>● What are the characteristics of a good summary? (RI.2)</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>● What are the characteristics of the chronological text structure? (RI.5)</li> <li>● What are the characteristics of the comparison text structure? (RI.5)</li> <li>● What are the characteristics of the cause and effect text structure? (RI.5)</li> <li>● What are the characteristics of the problem and solution text structure? (RI.5)</li> <li>● What are the characteristics of the descriptive text structure? (RI.5)</li> <li>● How does understanding a text’s structure help me to interpret information from the text? (RI.5)</li> <li>● What are common ways informational texts are organized and how does this organization impact the reader’s interpretation of the text? (RI.5)</li> </ul> <p><b>Fact vs. Opinion</b></p> <ul style="list-style-type: none"> <li>● Why is it essential for authors to support their ideas? (RI.8)</li> <li>● How do reasons and evidence support an author’s particular points in a text? (RI.8)</li> </ul> <p><b>Explaining Events and Topics</b></p> <ul style="list-style-type: none"> <li>● How do authors explain the events, procedures, ideas, or concepts in informational text? (RI.3)</li> </ul>	<p><b>Reading:</b> <a href="#">Sample Anchor Charts</a></p> <p><b>Summarizing-Informational</b></p> <ul style="list-style-type: none"> <li>● Introduce SAAC (State It, Assign It, Action, and Complete the main idea) see sample anchor charts</li> <li>● Find the main idea in each section of the text</li> <li>● Edit ideas into a paragraph</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>● Introduce each text structure though a text and then identify the key terms to support</li> <li>● Demonstrate how the text structure ultimately defines the main idea</li> </ul> <p><b>Fact vs. Opinion</b></p> <ul style="list-style-type: none"> <li>● Have students work with multiple editorials and model how to determine the facts vs. the opinion in each</li> </ul> <p><b>Explaining Events and Topics</b></p> <ul style="list-style-type: none"> <li>● Review certain scientific, historical, and technical texts and determine how the author presents the information to the reader</li> <li>● Identify how the author’s presentation informs the reader about the events or topics</li> </ul> <p><b>Nonfiction Text Features</b></p>



**English Language Arts  
Grade 4 Unit 2**

- How do I identify the events, key ideas/concepts or steps in an informational text? (RI.3)
- How do I distinguish between key ideas and explanatory details? (RI.3)
- Why is it important to understand the connection in between each step in a sequence of events? (RI.3)
- 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)

**Nonfiction Text Features**

- How do different text features impact the understanding of the text? (RI.7)
- How is analysis of information altered by the presentation of text in different text structures? (RI.7)

**Comparing Same Topic**

- Why should more than one text be used when gathering information on a single topic? (RI.9)
- How can I use information from two texts on the same topic to gain a better understanding of the topic? (RI.9)
- How can I demonstrate my understanding of a topic learned about from two different texts? (RI.9)
- 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)

**Inferring-Literature**

- 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)

**Theme in Poetry**

- How can the story details help me to determine the theme of a story? (RL.2)
- 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)
- What is the difference between a simile and metaphor? (RL.4)

- Review the different text features and identify how they help the reader understand the text
- Introduce Thinkmarks (how to annotate the text)
- Text Feature Scavenger Hunt
- Have the students read a text with all the features removed and let them determine what text features would support the words in the text

**Comparing the Same Topic**

- Read and annotate texts on similar topics and compare the information
- Answer open ended questions using the RACE format with support from both articles

**Inferring-Literature**

- Review questioning (how to ask explicit, inferential, questions that never have an answer)
- Model inferring plot, inferring character feelings, and inferring vocabulary
- Utilize books without words to infer plot and motivations

**Theme in Poetry**

- Review figurative language
- Use popular songs for identifying theme through figurative language

**English Language Arts  
Grade 4 Unit 2**

<p>*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.4.3, and SL.4.6.</p>	
<p><b>Writing: Informative/Explanatory Writing</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>How do I choose one focus/topic for my writing? (W.2)</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>What is a source? (W.7)</li> <li>How do writers gather information for an informational or expository piece? (W.7)</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>How do I develop an effective introduction for an informational writing piece? (W.2)</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Why is it important to use facts, definitions, details and illustrations to support my topic? (W.2)</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>How do I organize and connect my ideas in an effective manner? (W.2)</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>How do I develop an effective conclusion for an informational writing piece? (W.2)</li> </ul> <p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>How can a writer develop a paper appropriate to task, purpose, and audience? (W.4)</li> </ul> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>Why is it important to edit, revise and proofread a paper? (W.5)</li> <li>Why should proofreading be the last step in the revision process? (W.5)</li> </ul> <p><b>Lesson 9</b></p> <ul style="list-style-type: none"> <li>How does the Internet help a writer to improve a piece of writing? (W.6)</li> <li>How does a specific technology affect the format of a piece of writing? (W.6)</li> </ul> <p>*Writing Standard W.10 taught throughout and in small group center.</p> <p>**Language Standards will be taught with writing (L.4.1.C,D, L.4.2.B,D, L.4.3.A,B,C, L.4.4A,C, and L.4.6).</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Discuss what drives an author's choice for writing an informational text</li> <li>Model how to narrow down a topic for research</li> <li>Students research for their topic (review the difference between paraphrasing, summarizing, and quoting)</li> <li>Model how to take the student's research and put it in a paragraph format</li> <li>Mini lessons on the following topics:             <ul style="list-style-type: none"> <li>Introduction</li> <li>Developing the topics facts and details</li> <li>Linking ideas within the information</li> <li>Domain Specific Vocabulary</li> <li>Conclusions</li> </ul> </li> <li>Revisions and edits (sentence structure, verb tenses, spelling, capitalization and punctuation)</li> </ul>
<p><b>District/School Formative Assessment Plan</b></p> <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>	<p><b>District/School Summative Assessment Plan</b></p> <p>MAP Testing Unit Framework Benchmarks</p>
<p align="center"><b>Alternative Assessments</b></p>	

**English Language Arts  
Grade 4 Unit 2**

Evaluative Criteria		Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Marzano Proficiency Scale            4- Advanced: Advanced understanding and application of the standard            3- Achieving: Consistently applies skills independently            2- Developing: Progressing towards independent application of skills            1- Beginning: Early stages of development; needs assistance</p> <p><a href="#">Learning Scales: Reading Informational</a></p> <p><a href="#">Learning Scales: Reading Literature</a></p>		<p><b>Suggested Activities:</b>  <b>Literature Circle Projects</b>  <b>The Best Christmas Pageant Ever: Facebook Accounts</b>            Students choose a character from the book to create a FB account based on their character traits</p>	
District/School Texts		District/School Supplementary Resources	
<p><b>Fact vs. Opinion:</b> Misc. Editorials (Curfew, Cigarettes are Drugs, Are School Uniforms Bad?)  <b>Explaining Events and Topics:</b> The Power of Tsunamis  <b>Nonfiction Text Features:</b> Stop the Toppling Tower  <b>Comparing Same Topic:</b> Volcano Texts, Immigration, Coming to America  <b>Domain Specific Vocabulary:</b> Classifying Traits  <b>Inferring-Literature:</b> Grandfather Twilight, Unspoken, The Stranger, The Great Gift, Journey</p> <p><a href="#">Suggested Texts</a></p>		<p><b>Summarizing-Informational:</b> Readworks.org, Teacher created resources  <b>Text Structure:</b> Teacher created resources  <b>Nonfiction Text Features:</b> Teacher created resources  <b>Comparing Same Topic:</b> Volcano Texts, Immigration, Coming to America, Readworks.org  <b>Inferring:</b> Readworks.org  <b>Theme in Poetry:</b> Songs in pop culture (Am I Wrong?, Mean)</p>	
District/School Writing Tasks			
<p><b>Primary Focus</b>            W: Informative/ Explanatory Pieces, Lenape Research, Segregation/Sneetches Writing</p>	<p><b>Secondary Focus</b>            Research            American History Study</p>	<p><b>Routine Writing</b>  <a href="#">R.A.C.E</a>  <i>Clements Writing</i>  <i>CAFE: Work on Writing</i>  <i>Portland Oregon Writer's Workshop</i></p>	
Interdisciplinary Connections			
<p align="center">(Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>			
<p><b>Social Studies</b>  <a href="#">Comparing Same Topic:</a></p>	<p><b>Math: Immigration</b></p>	<p><b>Science: Stop the Toppling Tower</b></p>	

**English Language Arts  
Grade 4 Unit 2**

6.1.4.A.13: Describe the process by which immigrants become United States citizens.	4.NBT.A.2-Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place. (needs specific lessons)	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.
	<b>Technology</b> 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	<b>Career Education/ 21st Century Skills</b> 4.W.2 Lenape Writing CRP7. Employ valid and reliable research strategies
<b>Modifications and Accommodations</b>		
<b>Special Education Students</b> Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Soday Program, SRA, Secret Stories	<b>English Language Learners</b> Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	<b>Students at Risk for Failure</b> RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text
<b>Gifted and Talented</b> Leveled Text Qualified Programming Extension Projects and tasks Leadership roles in the classroom	<b>Students with 504 Plans</b> Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text	
<b>Unit Duration: Instructional Days</b>		
42 days		