

English Language Arts
Grade 4 Unit 1

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
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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

Unit 1 Grade 4		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions

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<p>RL.4.2. Determine the key details to identify theme 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"> ● 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
<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to mythological characters (ie: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>RL.4.6:</p> <ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		<p>RI.4.6:</p> <ul style="list-style-type: none"> ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
<p>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"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<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"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.4.1.D. Provide a conclusion related to the opinion presented.</p>		<ul style="list-style-type: none"> ● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer’s purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Logically order reasons that are supported by facts ● Support the opinion with facts and details from texts or other sources ● Use transitional words and phrases to connect opinions to reasons ● Write a conclusion related to the opinion presented

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<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>W.4.10. 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.</p>	<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
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions 	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
<p>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.)</p>	<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
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>

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<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.</p>	<ul style="list-style-type: none"> ● Identify and define relative pronouns ● Use appropriate relative pronouns and relative adverbs when writing or speaking ● Identify progressive verb tenses in sentences ● Select the appropriate verb tense to use when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.A. Use correct capitalization. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify rules for capitalization ● Apply capitalization rules consistently ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 1

Essential Questions	Suggested Activities
<p>Reading:</p> <p>Explicit Information-Literature</p> <ul style="list-style-type: none"> ● How do I find explicit information in a story or text? (RL.1) ● Why do readers use details from the text to support their understanding of the text? (RL.1) <p>Summarizing-Literature</p> <ul style="list-style-type: none"> ● What are the characteristics of a good summary? (RL.2) <p>Explicit Information-Informational</p> <ul style="list-style-type: none"> ● What textual evidence do readers use to support their understanding of an informational text? (RI.1) <p>Main Idea</p> <ul style="list-style-type: none"> ● 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) ● How do the details support the main idea? (RI.2) <p>Vocabulary in Context</p> <ul style="list-style-type: none"> ● How can I use context clues to determine the meaning of an unknown word? (RL.4) 	<p>Reading: Sample Anchor Charts</p> <p>Explicit Information-Literature</p> <ul style="list-style-type: none"> ● Color coded explicit questions, have students underline the text evidence with a certain color before choosing the correct answer <p>Summarizing-Literature</p> <ul style="list-style-type: none"> ● Somebody-Wanted-But-So-Then <p>Explicit Information- Informational</p> <ul style="list-style-type: none"> ● Color coded explicit questions, have students underline the text evidence with a certain color before choosing the correct answer <p>Main Idea</p> <ul style="list-style-type: none"> ● Identifying main idea through the topic sentence ● “Fact vs. Fluff” Read through each sentence determining if it’s important or secondary

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- What tools can I use to help determine the meaning of unknown words? (RL.4)
- How do I determine the relationship between words including synonyms and antonyms? (RL.4)

Allusions

- How can I determine the meaning of idioms, adages and proverbs? (RL.4)

Theme

- How can the story details help me to determine the theme of a story? (RL.2)

Point of View

- What is the difference between first person and third person point of view? (RL.6)
- Why is it important to know what viewpoint a story or text is being told from? (RL.6)
- How can I compare and contrast an event or topic told from two different points of view? (RL.6)
- What is the benefit of comparing and contrasting an event or topic told from two different points of view? (RL.6)

Domain Specific Vocabulary

- How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? (RI.4)
- How can I determine the correct meaning of a multi-meaning word using context clues? (RI.4)
- How can I distinguish between literal and nonliteral meaning in a text? (RI.4)
- How can I identify and determine the true meaning of figurative language in informational text? (RI.4)
- How does the author use purposeful language choice to help enhance the meaning of informational text? (RI.4)

First 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)

*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, and SL.4.6

Vocabulary in Context

- Review vocabulary strategies (appositives, affixes, contrasting statement, context clues)

Allusions

- Review pop culture allusions along with greek allusions
- Matching sort (source, allusion, meaning)

Theme

- Universal themes across cultures
- Themes across biographies

Point of View

- Identify and describe first person, third person objective, third person limited, and third person omniscient points of view
- Learn how to change one point of view to another in writing

Domain Specific Vocabulary

- Review a text with a higher complexity and give students strategies to identify possible meanings for the words
 - Look for words in context
 - Think about how the vocabulary relates to the topic

First and Secondhand Accounts

- Review definition and criteria for first and secondhand accounts
- Read two different accounts of the same event and have students identify the account and the text evidence

Writing: Opinion Writing

Lesson 1

- Why is it important to support my topics with facts or proof? (W.1)

Lesson 2

- How do I support my topic with facts or proof? (W.1)

Lesson 3

Writing:

- Discuss why writers write and the steps of the writing process
- Review comparing and contrasting two similar topics using famous people (ex. Christopher Columbus vs. Neil Armstrong)

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<ul style="list-style-type: none"> • How do I create an effective introduction to a persuasive/opinion writing piece? (W.1) <p>Lesson 4</p> <ul style="list-style-type: none"> • How do I connect points in my writing as I support my opinion? (W.1) <p>Lesson 5</p> <ul style="list-style-type: none"> • How do I appeal to my audience with my writing? (W.1) <p>Lesson 6</p> <ul style="list-style-type: none"> • How do I develop a conclusion that states my points clearly? (W.1) <p>Lesson 7</p> <ul style="list-style-type: none"> • How can a writer develop a paper appropriate to task, purpose, and audience? (W.4) <p>Lesson 8</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 9</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>Lesson 10</p> <ul style="list-style-type: none"> • What is MLA format? (W.7) • Why is it important to cite sources in research projects? (W.7) <p>*Writing Standard W.10 taught throughout and in small group center.</p> <p>**Language Standards will be taught with writing (L.4.1A,B, L.4.2A,D, L.4.4A,C, and L.4.6).</p>	<ul style="list-style-type: none"> ○ What makes them similar and what makes them different using a graphic organizer <ul style="list-style-type: none"> • Review what constitutes evidence vs. not evidence • Introduce different persuasion strategies (ethos, pathos, logos, kairos, research, and big names) readwritethink.com • Have the students debate a topic in groups to persuade a judge to side with their opinion • Give the students a choice of topics to research and persuade the reader • Mini lessons on the following topics: <ul style="list-style-type: none"> ○ Introduction ○ Providing reasons and evidence ○ Linking opinions and reasons using correct words and phrases ○ Conclusions • Revisions and edits (sentence structure, verb tenses, spelling, capitalization and punctuation)
<p>District/School Formative Assessment Plan</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>District/School Summative Assessment Plan</p> <p>Linkit Unit Framework Benchmarks</p>
<p>Alternative Assessments</p>	
<p>Evaluative Criteria</p> <p>Suggested Performance Rubric: 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>Learning Scales: Reading Informational</p> <p>Learning Scales: Reading Literature</p>	<p>Assessment Evidence</p> <p>Suggested Activities: Literature Circle Projects Prezi Presentations, Analyzing character poster</p>

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District/School Texts		District/School Supplementary Resources	
<p>Summarizing: Various Fairy Tales (Cinderella, Little Red Riding Hood, Ferdinand the Bull) Main Idea: Buckle Up, “Hawaii Quakes, Then Shakes,” Are You Smarter Than a Fifth Grader?, Seven Great Summits Vocabulary in Context: Free Speech at School Theme: Bad Case of the Stripes, Giraffes Can’t Dance, Munna and the Grain of Rice, A Feast of Gold, The Magic Lake, Honoring King, Sojourner Truth, A Picture Book of Anne Frank Domain Specific Vocabulary: Classifying Traits Persuasive Writing: Earrings</p> <p>Suggested Texts</p>		<p><i>Core Clicks</i> Explicit Information-Literature: Readworks.org Explicit Information-Informational: Readworks.org, Core Clicks Main Idea: Readworks.org Vocabulary in Context: Readworks.org Allusions: Teacher Created Resources Theme: Readworks.org Point of View: Readworks.org First and Secondhand Account: Teacher created resources</p>	
District/School Writing Tasks			
<p>Primary Focus W.1: Opinion Piece: Claim and Evidence</p>	<p>Secondary Focus Research Model Text- Claim and Evidence 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>	
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>Social Studies Theme in Biography: A Picture Diary of Anne Frank 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights</p>	<p>Math Theme: Munna and a Grain of Rice 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 many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations</p>	<p>Science Main Idea: Hawaii Shakes, Then Quakes 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	
	<p>Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue</p>	<p>Career Education/ 21st Century Skills 4.W.1 Opinion Writing CRP4. Communicate clearly and effectively and with reason.</p>	
Modifications and Accommodations			
<p>Special Education Students Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions</p>	<p>English Language Learners Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions</p>	<p>Students at Risk for Failure RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices</p>	

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Intentional Grouping Leveled Text Soday Program, SRA, Secret Stories	Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	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		