

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			

Trimester	Unit Title	Recommended Instructional Days
3	Features	30 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p style="text-align: center;"><b>Language Domain</b></p> <p><b>Foundational Reading</b></p> <p>L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Foundational Writing</b></p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p>	<p><b>Essential Question/s:</b></p> <p><b>Trimester 3 Week 7-</b> What do we know about the Earth’s features and processes?  <b>Trimester 3 Week 8-</b> In what ways do volcanoes impact Earth?  <b>Trimester 3 Week 9-</b> What daily actions can help reduce pollution?  <b>Trimester 3 Week 10-</b> What makes an extreme location a place to both protect and explore?  <b>Trimester 3 Week 11-</b> What happens to what we throw away?  <b>Trimester 3 Week 12-</b> How do different characters in "The Tale of Despereaux" demonstrate bravery, and what do their actions reveal about the true meaning of bravery in the face of challenges?</p> <p><b>Activity Description:</b></p> <p><b>Trimester 3 Week 7-</b></p> <p><b>UNIT 5 Week 1</b>  <b>Reading Workshop:</b> <i>Planet Earth</i>            Make inferences and analyze text features in informational text.  <b>Reading/Writing Workshop Bridge:</b></p>

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Reading Domain

#### Reading Literature

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Related Words
- word study/ spelling- Latin Roots gener, port, dur, ject
- read like a writer- Analyze Text Structure
- write for a reader- Use Text Structure
- language and conventions- Relative Adverbs

#### Close Read Target Skills:

- Analyze Text Features
- Make Inferences
- Vocabulary in Context

#### Compare Texts:

- Talk about it
  - Have students work in groups to discuss what interests or concerns them most about planet Earth. Then have a whole group discussion about what kind of scientist can give you that information. Have students research the answer if needed. Have students practice their listening skills to ask questions or continue the discussion.

#### Writing Workshop:

Introduce Mentor Stacks and immerse in poetry

**Book Club:** Tale of Despereaux **Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**

#### Trimester 3 Week 8-

#### UNIT 5 Week 2 -

#### **Reading Workshop:** *Volcanoes*

Monitor comprehension and analyze main ideas and details to understand informational text

#### **Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Synonyms and Antonyms
- word study/ spelling- Suffixes -en, -ent, -ence
- read like a writer- Understand Author's Message
- write for a reader- Develop Author's Message
- language and conventions- Capitalization Rules

#### Close Read Target Skills:

- Analyze Main Ideas and Details

<p><b>Reading Informational</b></p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</p> <p>RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p>	<ul style="list-style-type: none"><li>● Monitor Comprehension</li></ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"><li>● Reflect and Share<ul style="list-style-type: none"><li>○ Small group/ independent- Have students work in groups to discuss what interests them most about volcanoes and what questions they still have. Have them jot down notes about their discussion in their notebook. Then, have students independently write a letter to one of the authors asking them their questions and explaining why they want to learn more about the topic. Have students practice using domain specific vocabulary.</li></ul></li></ul> <p><b>Writing Workshop:</b> Develop literary elements of poetry writing</p> <p><b>Book Club:</b> Tale of Despereaux</p> <p><b><u>Trimester 3 Week 9-</u></b></p> <p><b>UNIT 5 Week 3 -</b></p> <p><b>Reading Workshop: The Top 10 Ways You Can Reduce Waste</b> Analyze and summarize argumentative text</p> <p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary- Context Clues</li><li>● word study/ spelling- Syllable Pattern VCCCV</li><li>● read like a writer- Understand Literary Devices</li><li>● write for a reader- Use Literary Devices</li><li>● language and conventions- Title Capitalization</li></ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"><li>● Analyze Argument</li><li>● Summarize Argumentative Text</li></ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"><li>● Reflect and Share<ul style="list-style-type: none"><li>○ Small group/ independent- Have students work in groups to discuss how likely it is for people in town to reduce waste in the style Nick Winnick recommends. Have students back up their opinion with relevant information from the text. Have</li></ul></li></ul>
<b>Writing Domain</b>	
<p>W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	

<p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize inform</p> <p>W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, ad audiences.</p>		<p>students jot down notes as they are discussing. Then, have students write a one paragraph opinion paragraph about how likely it is for people in town to reduce waste in the style Nick Winnick recommends using their discussion notes and evidence from the text. Have students practice using linking words and phrases to ensure readers can connect to their reasons.</p> <p><b>Writing Workshop:</b> Develop the structure of poetry writing <b>Book Club:</b> Tale of Despereaux</p>
<p><b>Speaking and Listening Domain</b></p>		
<p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.PI.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.</p>		<p><b>Trimester 3 Week 10-</b></p> <p><b>UNIT 5 Week 4 -</b> <b>Reading Workshop:</b> <i>The Himalayas</i> Make inferences and explain ideas to understand informational text <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary- Figurative Language</li> <li>● word study/ spelling- Prefixes dis-, over-, non-, under-</li> <li>● read like a writer- Analyze Author’s Use of Text Features</li> <li>● write for a reader- Use Text Features</li> <li>● language and conventions- Comma Rules</li> </ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"> <li>● Explain Ideas</li> <li>● Make Inferences</li> </ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"> <li>● Write to sources <ul style="list-style-type: none"> <li>○ Have students work in groups to answer the question, “Why do some people take the risks involved to explore the landforms on Earth?” Have students give their three reasons on separate notecards. Then have them find at least one piece of evidence from the text and write it on another notecard. Have students work together to match the relevant evidence from the text by pairing the notecards up. Then, have students independently write a response to the question using evidence from the text.</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	

<ul style="list-style-type: none"><li>• Responsible Decision-Making</li><li>• Relationship Skills</li></ul>	<ul style="list-style-type: none"><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Utilize positive communication and social skills to interact effectively with others</li></ul>	<p>Have students practice explaining the evidence from the text that they used.</p> <p><b>Writing Workshop:</b> Apply writer’s craft and conventions of language to develop and write poetry <b>Book Club:</b> Tale of Despereaux</p> <p><b><u>Trimester 3 Week 11-</u></b> <b>UNIT 5 Week 5 -</b> <b>Reading Workshop:</b> <i>Trashing Paradise</i> and <i>Bye Bye Plastic Bags on Bali</i> Use text evidence to explain concepts and compare and contrast accounts in informational text</p> <p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>• academic vocabulary- Parts of Speech</li><li>• word study/ spelling- Word parts sub-, inter-, fore-</li><li>• read like a writer- Analyze Author’s Purpose</li><li>• write for a reader- Develop Author’s Purpose</li><li>• language and conventions- Dialogue and Punctuation</li></ul> <p><b>Close Read Target Skills:</b></p> <ul style="list-style-type: none"><li>• Compare and Contrast Accounts</li><li>• Use Text Evidence to Explain Concepts</li></ul> <p><b>Compare Texts:</b></p> <ul style="list-style-type: none"><li>• Reflect and Share<ul style="list-style-type: none"><li>○ Small group/ independent- Have students work together to discuss what other texts they’ve read in which people’s environments inspired them to take action. Have them discuss their opinion about why people care about their environments by using evidence from the texts they’ve read so far. Independently, have students write a paragraph stating their opinion to answer the question, one piece of evidence to support their claim, and an explanation of their evidence.</li></ul></li></ul> <p><b>Writing Workshop:</b> Publish, celebrate, and assess poetry <b>Book Club:</b> Tale of Despereaux</p>
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**Trimester 3 Week 12-**

**Writing Prompt:** How do different characters in "The Tale of Despereaux" demonstrate bravery, and what do their actions reveal about the true meaning of bravery in the face of challenges?

**Reading Workshop:** *Tale of Despereaux*

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary- Figurative Language, Parts of speech
- word study/ spelling- Homophones
- read like a writer- Understand Literary Devices
- write for a reader- Use Literary Devices
- language and conventions- Title Capitalization, Comma Rules, Punctuation

**Close Read Target Skills:**

- Theme Analysis
- Character Analysis
- Identifying Textual Evidence
- Comparative Analysis
- Critical Thinking
- Understanding Character Motivations and Actions

**Book Club:** *Tale of Despereaux*

**Interdisciplinary Connections:**

*Follow the "Cross-Curricular" discussion prompts in your teacher's manual to address the standards below.*

**SOC.6.1-** Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

**SCI.4.PS3.D** Energy in Chemical Processes and Everyday Life

<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Small Group - Verbal Discussions</li><li>● Lesson/Skill Quiz</li><li>● Exit Tickets</li><li>● Progress Check-Ups</li><li>● Cold Reads</li><li>● Practice Tests</li><li>● Test Banks</li><li>● Journal Writing</li><li>● Whiteboard/Communicator</li><li>● Peer/Self Assessment</li><li>● Reading Response Log</li><li>● Think/Write-Pair-Share</li><li>● Graphic Organizers</li></ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● District Approved Assessments - LinkIt! &amp; iReady</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Standardized Tests</li><li>● Published Writing Pieces</li><li>● Selection /Unit Tests</li></ul>

- 3-2-1 Strategy

**Differentiated Student Access to Content:  
Teaching and Learning *Resources/Materials***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>• Digital and Print Version of Texts</li> <li>• Centers/Stations</li> <li>• Journals</li> <li>• Leveled Readers</li> <li>• Mentor Stack</li> <li>• Writing Notebook</li> <li>• Student Interactive</li> <li>• MyView Literacy</li> <li>• Reading Anchor Charts/Editable Anchor Charts</li> <li>• Listening Comprehension Read Aloud</li> <li>• District-Approved Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Below Level Readers</li> <li>• Choice Boards</li> <li>• Differentiated Literacy Stations</li> <li>• Small Group Guide</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• WIDA Can Do Descriptors</li> <li>• Online Thesaurus</li> <li>• Below Level Readers</li> <li>• Language Awareness Handbook</li> <li>• StoryBoard Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment Readers</li> <li>• Extension Activities in Resource Download Center</li> <li>• Research and Inquiry Activities in teacher's guide</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous material</li> <li>• Challenge spelling words</li> </ul>

**Supplemental Resources**

**Technology:**

- Student Technology Device (chromebook; computer; ipad; etc.)
- SmartBoard/Promethean Board
- Meeting Application (Google Meets; Zoom; etc.)
- Camera & Microphone

- Document Camera
- Interactive Whiteboard
- CommonLit
- District-Approved Resources

**Other:**

- Whiteboard
- Chart Paper
- Markers

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>• Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce skills/vocabulary before lesson</li> <li>• Teacher modeling</li> <li>• Use of visual &amp; multi-sensory formats</li> <li>• Pair with higher level students</li> <li>• Utilize a multi-sensory (VAKT) approach during instruction</li> <li>• Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>• Modify test content and/or format</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Pre-Teaching Skills/Language</li> <li>• Teacher Modeling</li> <li>• Personal Experiences/Prior Knowledge</li> <li>• Guided Writing</li> <li>• Pair students with advanced language skills</li> <li>• Scaffolding</li> <li>• Choice Boards</li> <li>• Differentiated Writing Stations</li> <li>• Extended Conferences</li> <li>• Sentence Stems</li> </ul> <p>(Refer to TE for ELL Targeted Minilesson Support)</p>	<ul style="list-style-type: none"> <li>• Compacting</li> <li>• Inquiry Based Instruction</li> <li>• Higher-Order Thinking Questions</li> <li>• Interest Based Content</li> <li>• Student-Driven Instruction</li> <li>• Tiered Content/Activities</li> <li>• Create an enhanced set of introductory activities</li> <li>• Intensive accelerated instruction</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional times and preferential seating as needed</li> <li>● Scaffolding</li> <li>● Highlight key vocabulary</li> <li>● Text-to-Speech</li> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> <li>● Graphic Organizers</li> </ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Financial Health</li> <li>2. Career Awareness &amp; Planning</li> <li>3. Creativity and Innovation</li> <li>4. Digital Citizenship</li> <li>5. Global &amp; Cultural Awareness</li> <li>6. Information and Media Literacy</li> <li>7. Technology Literacy</li> </ol>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</li> <li>● Different digital tools have different purposes</li> </ul>

	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"><li>● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li><li>● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li><li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</li><li>● 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li><li>● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</li><li>● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</li><li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (<b>Standards in Action: Climate Change</b>)</li></ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"><li>● Act as a responsible and contributing community member and employee.</li><li>● Attend to financial well-being</li><li>● Consider the environmental, social and economic impacts of decisions.</li><li>● Demonstrate creativity and innovation.</li><li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● Model integrity, ethical leadership and effective management.</li><li>● Plan education and career paths aligned to personal goals.</li><li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li><li>● Work productively in teams while using cultural/global competence.</li></ul>	

Content Area: English Language Arts (NJSLS-ELA) Grades 3-5  
Grade: 4

Dev. Date:  
April 2024

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>
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